DOCUMENT RESUME

ED 201 845 CE 028 938

TITLE	Teacher's Guide for Competency-Based Education Curriculum for Licensed Practical Nurse.
INSTITUTION	Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	Jul 79
NOTE	209p.; For a related document see CE 028 937.
AVAILABLE FROM	West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Achievement Tests; Answer Keys; *Competency Based Education; Educational Equipment; *Job Skills; *Medical Services; Nurses; *Nursing Education; Postsecondary Education; *Practical Nursing; Skills; Teaching Guides

ABSTRACT

This teacher's guide is designed to accompany the Licensed Practical Nurse Competency-Based Education Curriculum student materials available separately (see note). It contains an explanation of the curriculum and suggested usage, a list of competencies by job title (other occupations which use the same competencies), Licensed Practical Nurse Curriculum table of contents, suggested evaluation aids of three types--task, module, and unit test--and answer keys, and a list of references to accompany the curriculum. Appendix A is a copy of data collected through a revalidation survey of incumbent workers. Data are reported according to (1) state responses (West Virginia and Pennsylvania), (2) years of service in the occupation, and (3) occupation of the respondent. Appendix B lists additional tasks performed by survey respondents and additional equipment used. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201845

TEACHER'S GUIDE

for

COMPETENCY-BASED EDUCATION CURRICULUM

for

LICENSED PRACTICAL NURSE

Prepared by

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.

North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

Produced at

THE WEST VIRGINIA VOCATIONAL CURRICULUM LABORATORY

by

Fred W. Harrington, Curriculum Coordinator
Stanley E. Hopkins, Curriculum Specialist

Macel R. Osborne, Secretary
Thomas P. Thurman, Production Manager
Jeanne Ellison, Librarian

This teacher's guide was developed by Associated Educational Consultants, Inc., through the cooperation and support of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education, Charleston, West Virginia.

July, 1979

CE 028 938

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Thomas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WEST VIRGINIA BOARD OF EDUCATION

EXECUTIVE OFFICES

Charleston, West Virginia 25305

Mrs. Mary Martha Merritt, President
Beckley, 1983

Mr. William M. Smith, Vice President
Follansbee, 1982

Mr. James P. Clark, Secretary
St. Albans, 1986

Mr. Duke A. McDaniel, Member
Petersburg, 1987

Mr. Paul J. Morris, Member
Dunbar, 1980

Mr. Bob E. Myers, Member
Huntington, 1985

Dr. Carl J. Roncaglione, Member
Charleston, 1981

Mr. Richard N. Schnacke, Member
New Martinsville, 1988

Dr. Charles H. Wagoner, Member
Weston, 1984

EX OFFICIO MEMBER
Dr. Roy Truby
Superintendent
West Virginia Department of Education

EX OFFICIO MEMBER
Dr. Ben L. Morton
Chancellor
West Virginia Board of Regents

VOCATIONAL EDUCATION PROGRAMS ARE AVAILABLE WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP.

PREFACE

It is with great pleasure that we bring you this West Virginia competency based education (CBE) curriculum. This Licensed Practical Nurse curriculum was developed for West Virginia under contract by Associated Educational Consultants, Inc. The effort was coordinated by staff of the Bureau of Vocational, Technical and Adult Education.

The Bureau began advocating competency based education in 1974. Since that time West Virginia has produced over 30 CBE curricula in various occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or fieldtested.

This Licensed Practical Nurse curriculum was inserviced and disseminated to West Virginia LPN teachers at regional meetings during the spring of 1980. Additional copies of this curriculum are available from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Phone toll-free: 1-800-642-2670

I trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our State Curriculum Lab. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

TABLE OF CONTENTS

	Page
PREFACE	ii
ACKNOWLEDGEMENTS	v
INTRODUCTION	vii
USES OF THE LICENSED PRACTICAL NURSE COMPETENCY-BASED EDUCATION CURRICULUM	1
Curriculum Purpose	1
Curriculum Design	1
DEFINITION OF TERMS	4
USE OF COMPETENCIES BY JOB TITLE	5
Dental Assistant/Medical Assistant	6
Child-Care Attendant, School	6
Occupational Therapy Aide	7
Physical Therapy Aide	7
Psychiatric Aide	8
Nursing Assistant/Orderly/Home Health Aide	10
LICENSED PRACTICAL NURSE CURRICULUM TABLE OF CONTENTS	14
TEACHER EVALUATION AIDS AND ANSWER KEYS	22
Preface	23
REFERENCES USED IN LICENSED PRACTICAL NURSE CURRICULUM	135
APPENDICES	
APPENDIX A - RESPONSES TO VALIDATION SURVEY	141
A-1 Revalidation Survey of Incumbent Workers	142
A-2 Revalidation of Tasks by Location - West Virginia and Pennsylvania	143
A-3 Revalidation of Tasks by Total Time in Career Field	149
A-4 Revalidation of Tasks by Present Position	157
A-5 Revalidation of Equipment	164

Page

APPENDIX B - ADDITIONAL TASKS AND EQUIPMENT AS SUPPLIED BY SURVEY RESPONDENTS 170

B-1 Additional Tasks, as Reported by LPN Survey Respondents 171

B-2 Additional Equipment Used, as Reported by Survey Respondents 176

ACKNOWLEDGEMENTS

The development and revision of this Licensed Practical Nursing CBE curriculum was possible due to the direction, support and enthusiasm of the late

Betty Jean Smith
Supervisor of Health Occupations
Bureau of Vocational, Technical and Adult Education
State Department of Education
Charleston, West Virginia

The planning, organizing and coordinating of the development of this competency-based curriculum for Licensed Practical Nursing required the working together of many people of specialized skills and abilities. Associated Educational Consultants, Inc., (AEC) relied heavily on members of the Licensed Practical Nursing Task Force, the group of interested and knowledgeable people necessary for providing professional advice on content and procedure. The devoted assistance of Mrs. Lauretta Cole, who succeeded Miss Smith as Supervisor of Health Occupations for the West Virginia Bureau of Vocational, Technical and Adult Education, should be especially noted here, as should be that of Nancy R. Wilson, Executive Secretary, West Virginia State Board of Examiners for Licensed Practical Nurses, and two faithful teachers of practical nursing, Virginia E. Jones of the Garnet Adult Center, Charleston, and Patricia Richardson, Wood County Technical and Career Center, Parkersburg. Other members of the Task Force, all of whom provided valuable advice and assistance, were: India Hosch, Raleigh County Vocational-Technical Center, Beckley; Rachel Lackey, Cabell County Public School Career Center, Huntington; Mary Ann Green and Shirley Wentz, Garnet Adult Center, Charleston; and Sara E. Smith, Ohio Valley General Hospital, Wheeling. Special appreciation is extended to Dr. Fred Harrington, Coordinator of Curriculum Development, Bureau of Vocational, Technical and Adult Education, who so aptly handled the arrangements for the meetings and many details for the project.

The Content Consultants, those teachers who wrote the Learning Activities for the identified competencies, spent many hours developing the curriculum. The success of this curriculum in West Virginia classrooms will be due to their willingness to share their many combined years of experience in the worlds of health care and education. Accordingly, it is appropriate to accord thanks to the following teachers of practical nursing for their contributions: Mary Brothers and Mary Ann Green, Garnet Adult Center, Charleston; Lee Dils, Wood County Vocational School of Practical Nursing, Parkersburg; and Sara E. Smith, Ohio Valley General Hospital, Wheeling.

It will be noted that many of the student competency sheets in this curriculum are the same as those addressed in the CBE curriculum for Nursing Assistant. The writers of these were an enthusiastic group of teachers of nursing assistance programs: Phyllis P. Arnett, Putnam County Vocational-Technical Center, Eleanor; Grace Gibson Brailer, Preston County Educational Center, Kingwood; Diane L. Crane, Hampshire County Career Training Center, Romney; Lottie Dinda, Webster County High School, Webster Springs; and Leona Giardina, Benjamin Franklin Career and Technical Educational Center, Charleston. Two very special contributors must be noted here: Evelyn Sitler, Allied Health Instructor, Boone County Career and Technical Center, the developer of the initial Nursing Assistant CBE curriculum for the State who provided many hours to the efforts to produce the current second edition; and Jane M. Sylves, R.N., B.S., M.Ed., who not only served as a writer but also reviewed, edited and coordinated the composite effort for Nursing Assistant and Licensed Practical Nurse curricula for continuity and professionalism.

A debt of gratitude is owed also to those many people who took time from their busy schedules to respond to the task validation survey: teachers of practical nursing programs, and hospital and nursing care home personnel at both the supervisory and Licensed Practical Nurse levels in West Virginia and Pennsylvania.

TEACHER'S GUIDE

INTRODUCTION

This teacher's guide is designed to accompany the Licensed Practical Nurse Competency-Based Education (CBE) Curriculum. It has been developed to facilitate use of the curriculum by instructors of Practical Nursing programs.

The Teacher's Guide contains: an explanation of the curriculum and suggested usage; a list of competencies, by job title; suggested unit tests; and a list of references to accompany the curriculum. The appendices contain data and information on tasks currently performed and equipment used, as determined from the validation survey.

The competency sheets and packets, or instructional modules, in the Student Material for Licensed Practical Nursing may be used by either students or instructors, depending on your teaching style.

In order to assure that tasks specified in the Licensed Practical Nurse catalog conformed with current practices in West Virginia and a neighboring labor market (Pennsylvania), a survey was conducted. People employed as Licensed Practical Nurses in general care institutions and nursing homes, directors of nursing and of in-service nursing education in such institutions, and teachers in Practical Nursing programs were surveyed to validate the task list. The survey contained lists of not only tasks but also equipment. This curriculum, then, is built around the tasks which are actually performed by people employed as Licensed Practical Nurses.

A copy of the data collected through the survey appears in this Teacher's Guide as Appendix A. You may find this data useful in working with your own advisory

committee. The data are reported according to (1) state responses (West Virginia and Pennsylvania), (2) years of service in the occupation (1-5 years, 6-10 years, and more than 10 years), which can be helpful in determining entry level requirements, and (3) occupation of the respondent (licensed practical nurse, supervisor of licensed practical nurses, and educator). You will note that there are some differences between the responses of the various groups in regard to time spent performing a task. Time spent will vary according to labor market needs and should be of particular importance in your instructional planning.

You should also note that there are lists of additional tasks performed, included as Appendix B-1. These were noted by respondents in relation to invitations to list any tasks not appearing on the survey. Be advised that some of these "tasks" may actually be steps which are a part of the Performance Checklists on the Student Competency Sheets of the curriculum; however, the respondents' statements are included as an appendix because the respondents felt they were important enough to list.

Appendix B-2 lists responses of surveyed hospital personnel to an invitation to list equipment they use which was not shown on survey instruments.

USES OF THE

LICENSED PRACTICAL NURSE

COMPETENCY-BASED EDUCATION CURRICULUM

Curriculum Purpose

This competency-based education (CBE) curriculum, with Teacher's Guide, has been developed so that you may adapt any or all of its contents to accommodate your teaching style.

The purpose of this CBE curriculum is to provide you and your advisory committee with a set of West Virginia-validated Licensed Practical Nurse Tasks, along with (1) the Steps needed to perform each task, (2) the Evaluation Standards, and (3) suggested Learning Activities.

How you use this CBE curriculum is up to you. Depending on your teaching style, you may want to use this material primarily to assist you in your own teaching plans, or the material has been developed in enough detail so that it may, with proper supervision, be used by your students.

Curriculum Design

The Student Competency Sheet (SCS) format has been designed for easy readibility. The Unit, or unit of instruction, is noted at the top of each page, followed by a Module title (a group of related Tasks within a Unit), and an identifying Task statement (the name of the SCS). Each Task packet is keyed; for example, I-A-1, which indicates Unit I, Module A, Task 1. Any subsequent related pages are keyed, in the upper right-hand corner, as $\frac{\text{I-A-1}}{2}$, $\frac{\text{I-A-1}}{3}$, $\frac{\text{I-A-1}}{4}$, etc.

The first major section of the SCS is a Performance Checklist, sometimes referred to as a Performance Guide or "teaching steps." These are the steps necessary to accomplish performance of the stated Task. Learning Activities are geared toward enabling the student to perform each of the steps and to understand how and why they are done. Each Performance Checklist may be used by you as an evaluative aid. The Performance Checklist may be used as both a pre-test and a post-test for professional evaluation in relation to the Standard.

The mid-section of the SCS, the Test, is laid out to define the traditional performance objectives in more easily identifiable terms. The "Test" has been divided into three sections. The first, Items Needed, tells exactly what equipment, etc., must be collected to perform the task. You probably will want to review these items to be sure that the listing is specific enough, that all are available in the classroom, and/or that there are not omissions of items required to perform the task according to local procedures. The second section, Task, is an itemized statement of just what the student must do to demonstrate accomplishment of the required skill. The third section, Standard, indicates how well or to what degree the skill must be demonstrated. You have the option of modifying the standard to the degree that it meets local needs.

The last section of the SCS is Learning Activities, those learning experiences which will help the student to achieve competence in each step of the Performance Checklist. Here are listed the recommended readings in books most commonly available in State programs. Where such readings are not included in the standard texts other recommended sources are provided. If the recommended books are not available in your school, you should substitute similar materials. Likewise, where procedural learning activities can be added or substituted according to available resources or your experience with student needs, they should be freely added.

If you wish to supplement the SCS Learning Activities, the following list of kinds of activities may be useful to you.

Audio tape
Brainstorming
Bulletin board
Buzz groups
Chalk board

Committees
Community study
Computer
Debates
Demonstration

Discovery
Discussion
Displays
Dramatizations
Drill and practice

Exhibits
Field trips/research
Film loops
Films
Filmstrips

Flannel boards
Flipchart
Games
Graphics
Homework assignment

Illustrated talk
Independent study
Information sheets
Investigation/reporting
Laboratory work

Large-group/small-group instruction
Library research
Listening
Listing or diagramming
Models

Oral recitation
Panels/symposiums
Problem solving
Programmed materials
Projects

Question and answer
Reading out loud
Real objects
Resource persons
Review

Role playing
Simulation
Slides
Speaking
Step-by step procedure panels

Supervised study
Team teaching
Television
Transparencies
Verbal illustrations

Videotape
Visual illustrations
Work-study
Writing

DEFINITION OF TERMS

CATALOG	A comprehensive collection of performance objectives, performance guides, and related data organized by a job structure or career ladder within a domain of interest.
COMPETENCY	A knowledge, skill, or judgment which the learner will demonstrate at a pre-determined level.
DUTY	A major segment of work comprising related tasks; one of the major activities involved inthe work performed.
LEARNING ACTIVITIES	Activities and resources which will assist the learners in mastering the competencies. Learning activities can range from large group activities to small group activities to individual activities.
MODULE	(1) A group of related tasks within a unit. (2) An instructional packet consisting of Student Competency Sheet, Information Sheets and/or Self-Check Tests and/or Performance Check Sheets (rating sheets).
OCCUPATIONAL SURVEY	The procedure for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders, for the collection and analysis of information concerning such duties.
PERFORMANCE CHECKLIST/ PERFORMANCE GUIDE	A series of steps arranged in a sequence ordinarily followed, which, whem completed, may result in the performance of a task. Also called "teaching steps".
PERFORMANCE OBJECTIVE	(See also "Test".) A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions.
TASK	A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishment and generally consists of two or more definite steps.
TASK ANALYSIS	The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.
TEST	The measurement of a student's ability to perform all steps necessary to complete a task satisfactorily, as measured by instructor evaluation of pre-determined levels. (1) Test, as identified on Student Competency Sheets, consists of elements which indicate the condition, or testing situation, confronting the learner under specified conditions and the specific behavior expected. "Test" is composed of three parts: Items Needed to perform the task, Task (what must be done to demonstrate competence, and Standard (how well, or to what standard, the skill must be demonstrated). (2) A teacher-graded evaluation of the student's written demonstration of cognitive performance.
UNIT	See "Duty."

USE OF COMPETENCIES

BY

JOB TITLE

COMPETENCIES BY JOB TITLE

A. Some competencies in the Licensed Practical Nursing curriculum may be used in other health care occupations which require specialized training. Among these are:

1. Dental Assistant. Those competencies related, particularly, to sterilization and disinfection of instruments and equipment, maintaining oral hygiene, recording vital signs, taking and recording patient histories, maintaining patient records, and inventory of supplies and equipment.

2. Medical Assistant. Those competencies related to assistant patients to dress and undress and to ambulate (as required); sterilizing and cleaning instruments and equipment; measuring and recording vital signs, weight and height; collecting specimens; assisting with examinations; interviewing patients and maintaining patient records; and giving injections and oral medications.

B. Upon completion of the specified competencies, students will be prepared for the following occupations concerned with performing routine tasks while attending to the physical comfort, safety and appearance of patients.

1. Child-Care Attendant, School: a person who attends to personal needs of handicapped children while in school to receive specialized academic and physical training.

   Competencies to be completed:

   1. Wash hands
   2. Observe body mechanics and safety measures
   3. Assist with or give range of motion exercises
   4. Assist patient in dressing and undressing
   5. Assist in putting on or removing braces of a patient
   6. Assist patient in standing
   7. Assist patient in walking
   8. Assist patient in walker use
   9. Assist patient in using a cane
   10. Assist patient in crutch walking
   11. Teach patient to transport self in wheelchair
   12. Assist a patient (who can stand) to and from a wheelchair
   13. Assist a patient (who cannot stand) to and from a wheelchair
   14. Transport patient by wheelchair
   15. Assist with serving or feeding the adult or child
   16. Assist patient in using bedside commode or bathroom

2. Occupational Therapy Aide: a person who assists the occupational therapist or occupational therapy assistant in an occupational therapy program in a hospital or similar institution. May assist in selected aspects of patient services as assigned.

   Suggested competencies to be completed:

   1. Wash hands
   2. Clean instruments and supplies
   3. Observe body mechanics and safety measures
   4. Assist with or give range of motion exercises
   5. Assist patient in dressing and undressing
   6. Assist in putting on or removing braces of a patient
   7. Assist patient in standing
   8. Assist patient in walking
   9. Assist patient in walker use
   10. Assist patient in crutch walking
   11. Transport patient by stretcher
   12. Assist a patient (who can stand) to and from a wheelchair
   13. Move a patient (who cannot stand) to and from a wheelchair
   14. Transport patient by wheelchair
   15. Assist patient in using bedside commode or bathroom
   16. Assist in placing telephone calls
   17. Give artificial ventilation to an unconscious adult
   18. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
   19. Control external hemmorhage

3. Physical Therapy Aide/Physical Therapy Attendant: a person who prepares patients for physical therapy treatments, assists the physical therapist or physical therapist assistant during administration of treatments, and administers routine treatments. If assigned to a specific type of treatment or patient service, may be designated as Physical Therapy Aide, Hydrotherapy, or Physical Therapy Aide, Transport.

   Suggested competencies to be completed are:

   1. Wash hands
   2. Clean instruments and supplies
   3. Observe body mechanics and safety measures
   4. Position patient in bed
   5. Assist with or give range of motion exercises
   6. Assist patient to turn, cough and deep breathe
   7. Adjust the hospital bed
   8. Adjust siderails for patient safety
   9. Make unoccupied, surgical or open bed
   10. Make occupied bed
   11. Put footboard or overbed cradle on bed
   12. Put alternating pressure mattress on bed
   13. Assist with preventing bedsores
   14. Give skin care to patient with decubitus ulcers
   15. Give skin care to patient in casts and/or traction

16. Apply restraints
17. Give skin care to patient in restraints
18. Assist patient in dressing and undressing
19. Carry infant
20. Assist in putting on or removing braces of a patient
21. Assist patient to dangle
22. Assist patient in standing
23. Assist patient in walking
24. Assist patient in walker use
25. Assist patient in using a cane
26. Assist patient in crutch walking
27. Apply or remove skin traction
28. Position trochanter rolls and/or sandbags
29. Transfer a helpless patient to and from a stretcher using a transfer sheet
30. Transfer a patient to and from a stretcher using a three-man lift
31. Transport patient by stretcher
32. Teach patient to transport self in wheelchair
33. Assist patient (who can stand) to and from a wheelchair
34. Move a patient (who cannot stand) to and from a wheelchair
35. Transport patient by wheelchair
36. Assist with serving or feeding the adult or child
37. Assist patient in using bedside commode or bathroom
38. Administer tepid baths
39. Administer warm soaks
40. Administer sitz baths
41. Apply heat lamps
42. Apply heating pads
43. Apply local heat applications
44. Apply heat packs
45. Apply hot water bottle
46. Apply local cold applications
47. Apply ice bags
48. Apply ace bandages
49. Apply anti-embolic stockings
50. Apply binders
51. Assist with or connect catheters and tubing to drainage
52. Assist in placing telephone calls
53. Give artificial ventilation to an unconscious adult
54. Give artificial ventilation to an unconscious infant
55. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
56. Control external hemorrhage

C. Competencies from the Licensed Practical Nursing curriculum will be used in psychiatric institutions by aides with the following job titles:

Psychiatric Aide/ Assistant Therapy Aide/ Asylum Attendant/ Charge Attendant/ Psychiatric Attendant/ Ward Attendant: a person who assists mentally ill patients, working under the direction of nursing and medical staff. If responsible for patient care and other services of a single ward, may be designated as Ward Supervisor.

Suggested competencies to be completed as part of the training are:

1. Wash hands
2. Observe body mechanics and safety measures
3. Position patient in bed
4. Assist with or give range of motion exercises
5. Assist patient to turn, cough and deep breathe
6. Adjust the hospital bed
7. Adjust siderails for patient safety
8. Make unoccupied, surgical or open bed
9. Make an occupied bed
10. Put footboard or overbed cradle on bed
11. Put alternating pressure mattress on bed
12. Assist a conscious patient to maintain oral hygiene
13. Give oral hygiene for a helpless patient
14. Give or assist with oral hygiene (denture care)
15. Assist with tub bath
16. Assist with shower
17. Give back rub
18. Give or assist patient with bed bath
19. Give perineal care
20. Assist with or shave the male patient
21. Care for or assist patient in caring for hair
22. Give shampoo to a bed patient
23. Care for or assist patient in caring for toenails and fingernails
24. Assist with preventing bedsores
25. Give skin care to patient with decubitus ulcers
26. Give skin care to comatose or semicomatose patient
27. Give skin care to a patient in casts and/or traction
28. Apply restraints
29. Give skin care to patient in restraints
30. Assist in putting on or removing braces of a patient
31. Assist patient to dangle
32. Assist patient in standing
33. Assist patient in walking
34. Assist patient in walker use
35. Assist patient in using a cane
36. Assist patient in crutch walking
37. Apply or remove skin traction
38. Position trochanter rolls and/or sandbags
39. Transfer a helpless patient to and from a stretcher using a transfer sheet
40. Transfer a patient to and from a stretcher using a three-man lift
41. Transfer a patient by stretcher
42. Teach patient to transport self in wheelchair
43. Assist patient (who can stand) to and from a wheelchair
44. Move a patient (who cannot stand) to and from a wheelchair
45. Transport patient by wheelchair
46. Observe, measure and report food and fluid intake
47. Distribute drinking water
48. Assist with serving or feeding the adult or child
49. Observe, measure and report output of patient

50. Assist patient in using bedside commode or bathroom
51. Assist patient in using a bedpan
52. Assist patient in using urinal
53. Assist in placing telephone calls
54. Use the intercom
55. Give artificial ventilation to an unconscious adult
56. Give artificial ventilation to an unconscious infant
57. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
58. Control external hemorrhage

D. Satisfactory completion of all competencies listed below should allow the student to begin working at any of the following jobs:

1. Nurse Aide/Nursing Assistant: a person who assists in care of hospital patients, under the direction of nursing and medical staff.

   The Nurse Aide/Nursing Assistant with special assignment may be designated as:

   a. Nurse Aide, Central Supply: a person who cleans, sterilizes, stores, prepares and issues dressing packs, treatment trays and other supplies.

   b. Nurse Aide, Delivery: a person who prepares patients for delivery and cleans delivery rooms.

   c. Nurse Aide, Nursery: a person who bathes, weighs, dresses and feeds newborn babies.

   d. Nurse Aide, Surgery: a person who cleans, sterilizes and assembles into packs, supplies and instruments used in surgery, and maintains cleanliness and order of operating rooms.

2. Orderly: a person who performs duties, as directed by nursing and medical staff, to care for hospitalized patients. Depending upon institutional requirements, the orderly may set up equipment such as oxygen tents, portable X-ray machines and overhead irrigation bottles; may place anesthesia equipment near the operating table and assist in holding the patient on the table during administration of the anesthetic; may set up bone fracture equipment and assist a physician in putting on casts and braces; may maintain the supply of hospital clothing for attending physicians; may clean rooms and corridors; and may accompany discharged mental patients home, or those transferred to other institutions.

3. Home Health Aide/Home Attendant: a person who provides home-bound care and also provides a variety of miscellaneous duties as requested, such as obtaining household supplies, running errands, entertaining the patient by reading aloud, playing cards or other games. The Home Health Aide may visit several households to provide daily health care to patients.

As shown in the revised Nursing Assistant CBE curriculum, competencies to be completed for these occupations are:

1. Wash hands
2. Clean instruments and supplies
3. Observe body mechanics and safety measures
4. Position patient in bed
5. Assist with or give range of motion exercises
6. Assist patient to turn, cough and deep breathe
7. Adjust the hospital bed
8. Adjust siderails for patient safety
9. Make unoccupied, surgical or open bed
10. Make an occupied bed
11. Put footboard or overbed cradle on bed
12. Put alternating pressure mattress on bed
13. Assist a conscious patient to maintain oral hygiene
14. Give oral hygiene for a helpless patient
15. Give or assist with oral hygiene (dental care)
16. Assist with tub bath
17. Assist with shower
18. Give back rub
19. Give or assist patient with bed bath
20. Give perineal care
21. Assist with or shave the male patient
22. Care for or assist patient in caring for hair
23. Give shampoo to a bed patient
24. Care for or assist patient in caring for toenails and fingernails
25. Assist with preventing bedsores
26. Give skin care to patient with decubitus ulcers
27. Give skin care to comatose or semi-comatose patient
28. Give skin care to patient in casts and/or traction
29. Apply restraints
30. Give skin care to patient in restraints
31. Assist in dressing and undressing
32. Carry infant
33. Bathe infant
34. Care for umbilical cord
35. Care for female genitalia
36. Dress circumcision
37. Dress infant
38. Feed infant
39. Assist in putting on or removing braces of a patient
40. Assist patient to dangle
41. Assist patient in standing
42. Assist patient in walking
43. Assist patient in walker use
44. Assist patient in using a cane
45. Assist patient in crutch walking
46. Apply or remove skin traction
47. Position trochanter rolls and/or sandbags
48. Transfer a helpless patient to and from a stretcher using a transfer sheet
49. Transfer a patient to and from a stretcher using three-man lift

50. Transport patient by stretcher
51. Teach patient to transport self in wheelchair
52. Assist patient (who can stand) to and from a wheelchair
53. Move a patient (who cannot stand) to and from a wheelchair
54. Transport patient by wheelchair
55. Observe, measure and report food and fluid intake
56. Distribute drinking water
57. Assist with serving or feeding the adult or child
58. Observe, measure and report output of patient
59. Assist patient in using bedside commode or bathroom
60. Assist patient in using a bedpan
61. Assist patient in using urinal
62. Assist with removing or remove fecal impaction
63. Measure and record patient's height and weight
64. Measure and record temperature
65. Measure and record respiration
66. Measure and record pulse (radial, temporal, femoral, carotid, pedal)
67. Measure and record pulse (apical)
68. Measure and record blood pressure
69. Collect a routine urine specimen
70. Collect a "clean catch" urine specimen
71. Collect a 24-hour urine specimen
72. Collect urine specimen (infant)
73. Test urine for sugar and acetone
74. Collect sputum specimen
75. Collect stool specimens
76. Collect gastric specimens
77. Administer tepid baths
78. Administer warm soaks
79. Administer sitz bath
80. Apply heat lamps
81. Apply heating pads
82. Apply local heat applications
83. Apply heat packs
84. Apply hot water bottle
85. Apply local cold applications
86. Apply ice bags
87. Apply ace bandages
88. Apply anti-embolic stockings
89. Apply binders
90. Assist with or connect catheters and tubing to drainage
91. Measure and record contents of gastric and intestinal drainage
92. Prepare and give a vaginal douche
93. Prepare and give a cleansing enema
94. Admit a patient
95. Transfer a patient within the same facility
96. Discharge a patient
97. Assist in placing telephone calls
98. Use the intercom
99. Prepare equipment and supplies for sterilization
100. Follow proper isolation techniques (don and remove gown, mask and gloves)
101. Follow proper isolation techniques (serve and remove diet tray)
102. Follow proper isolation techniques (dispose of soiled material)
103. Follow proper isolation techniques (terminal disinfection)
104. Assist with post-mortem care

105. Give artificial ventilation to an unconscious adult
106. Give artificial ventilation to an unconscious infant
107. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
108. Control external hemorrhage

ALL OF THE ABOVE-LISTED COMPETENCIES (TASKS) ARE INCLUDED IN THIS LICENSED PRACTICAL NURSE CBE CURRICULUM.

LICENSED PRACTICAL NURSE CURRICULUM

TABLE OF CONTENTS

LICENSED PRACTICAL NURSE CURRICULUM

TABLE OF CONTENTS

UNIT MODULE TASK

A. Employment Opportunities

1. Look for a job
2. Write a personal data sheet (Resume)
3. Complete a job application form
4. Prepare for a job interview

B. Human Relations

1. Understand yourself
2. Understand successful work attitudes
3. Use principles of human relations
4. Use principles of law and ethics

C. Charting, Reporting and Recording

1. Use simple medical terminology
2. Record patient information in chart form

I. Maintaining a Clean, Safe Environment

A. Personal Preparation

1. Wash hands

B. Unit Equipment Care

1. Clean instruments and supplies

C. Body Mechanics

1. Observe body mechanics and safety measures
2. Position patient in bed
3. Assist with or give range of motion exercises
4. Assist patient to turn, cough and deep breathe

D. Bed Preparation and Adjustment

1. Adjust the hospital bed
2. Adjust siderails for patient safety
3. Make unoccupied, surgical or open bed
4. Make occupied bed
5. Put footboard or overbed cradle on bed
6. Put alternating pressure mattress on bed

UNIT MODULE TASK

II. Caring for the Personal Needs of Patients

A. Oral Hygiene

1. Assist a conscious patient to maintain oral hygiene
2. Give oral hygiene for a helpless patient
3. Give or assist with oral hygiene (denture care)

B. General Body Hygiene

1. Assist with tub bath
2. Assist with shower
3. Give a back rub
4. Give or assist patient with bed bath
5. Give perineal care
6. Assist with or shave the male patient
7. Care for or assist patient in caring for hair
8. Give shampoo to a bed patient
9. Care for or assist patient in caring for toenails and fingernails

C. Skin Care

1. Assist with preventing bedsores
2. Give skin care to patient with decubitus ulcers
3. Give skin care to comatose or semicomatose patient
4. Give skin care to patient in casts and/or traction
5. Apply restraints
6. Give skin care to patient in restraints

D. Dressing

1. Assist patient in dressing and undressing

E. Care for the Newborn Infant

1. Carry infant
2. Bathe infant
3. Care for umbilical cord
4. Care for female genitalia
5. Dress circumcision
6. Dress infant
7. Feed infant
8. Identify newborn using bracelet, imprints, etc.
9. Weigh and measure the infant
10. Suction infant's respiratory passage
11. Irrigate eyes with silver nitrate

F. Use of Supports for Locomotion and Traction

1. Assist in putting on or removing braces of a patient
2. Assist patient to dangle
3. Assist patient in standing
4. Assist patient in walking
5. Assist patient in walker use
6. Assist patient in using a cane
7. Assist patient in crutch walking
8. Apply or remove skin traction
9. Position trochanter rolls and/or sandbags

UNIT MODULE TASK

G. Moving and Transporting Patients

1. Transfer a helpless patient to and from a stretcher using a transfer sheet
2. Transfer a patient to and from a stretcher using a three-man life
3. Transport patient by stretcher
4. Teach patient to transport self in wheelchair
5. Assist a patient (who can stand) to and from a wheelchair
6. Move a patient (who cannot stand) to and from a wheelchair
7. Transport patient by wheelchair
8. Use mechanical lifter

III. Assisting with Nutrition and Elimination Needs of Patients

A. Intake

1. Observe, measure and report food and fluid intake
2. Distribute drinking water
3. Assist with serving or feeding the adult or child

B. Elimination

1. Observe, measure and report output of patient
2. Assist patient in using bedside commode or bathroom
3. Assist patient in using a bedpan
4. Assist patient in using urinal
5. Assist with removing or remove fecal impaction

IV. Assisting with Treatments and Procedures

A. Measuring General Body Attributes

1. Measure and record height and weight
2. Measure and record temperature
3. Measure and record respiration
4. Measure and record pulse (radial, temporal, femoral, carotid, pedal)
5. Measure and record pulse (apical)
6. Measure and record blood pressure
7. Time contractions
8. Count and report fetal heart tones

B. Collecting Specimens

1. Collect a routine urine specimen
2. Collect a "clean catch" urine specimen
3. Collect a 24-hour urine specimen
4. Collect urine specimen (infant)
5. Test urine for sugar and acetone
6. Collect sputum specimen
7. Collect stool specimens
8. Collect gastric specimens
9. Collect nose or throat specimens for culture

UNIT MODULE TASK

C. Application of Environmental Treatments

1. Administer tepid baths
2. Administer warm soaks
3. Administer sitz bath
4. Apply heat lamps
5. Apply heating pads
6. Apply local heat applications
7. Apply heat packs
8. Apply hot water bottle
9. Apply local cold applications
10. Apply ice bags
11. Rotate patients using turning frames
12. Operate Circ-O-Lectric bed
13. Set up child-adult mist tent
14. Set up vaporizer

D. Application of Bandages and Supports

1. Apply ace bandages
2. Apply anti-embolic stockings
3. Apply binders
4. Irrigate wounds
5. Apply sterile dressings/bandages
6. Dress burns

E. Drainage, Tubes and Irrigation

1. Assist with or connect catheters and tubing to drainage
2. Measure and record contents of gastric and intestinal drainage bottles
3. Prepare and give a vaginal douche
4. Prepare and give a cleansing enema
5. Assist patient with postural drainage

V. Coordinating and Communicating

A. Admission, Transfer and Discharge Procedures

1. Admit a patient
2. Transfer a patient within the same facility
3. Discharge a patient
4. Secure patient's valuables
5. Complete release forms

B. Communication

1. Assist in placing telephone calls
2. Use the intercom
3. Arrange for a clergy's visit

UNIT MODULE TASK

VI. Medical and Surgical Asepsis

A. Surgical Asepsis

1. Prepare equipment and supplies for sterilization

B. Medical Asepsis

1. Follow proper isolation techniques (don and remove gown, mask and gloves)
2. Follow proper isolation techniques (serve and remove diet tray)
3. Follow proper isolation techniques (dispose of soiled material)
4. Follow proper isolation techniques (terminal disinfection)
5. Set up isolation unit
6. Collect specimen from isolated patient

VII. Caring for the Terminal Patient

A. Caring for the Body After Death

1. Assist with post-mortem care

VIII. Administering Emergency Treatments

A. Artificial Ventilation and Cardiac Compression

1. Give artificial ventilation to an unconscious adult
2. Give artificial ventilation to an unconscious infant
3. Give external cardiac compression to a patient with an unwitnessed cardiac arrest
4. Insert oral airway

B. Hemorrhage Control

1. Control external hemorrhage

IX. Establishing Sterile Areas

A. Handle Sterile Equipment and Supplies

1. Open sterile packs
2. Handle sterile equipment and supplies
3. Pour sterile solutions

B. Establish Sterile Field

1. Set up sterile field

X. Preparing Patients for Examinations or Surgery

A. Physical Examinations

1. Assist with physical examinations
2. Prepare patient for and/or assist with rectal, vaginal, or proctoscopic examinations

UNIT MODULE TASK

B. Surgical Preparation

1. Give pre-operative skin care
2. Prepare patient for surgery

XI. Administering Medication

A. Oral Medication

1. Administer oral medication

B. Parenteral Medication

1. Administer parenteral medication

XII. Caring for the Respiratory Tract

A. Respiration Aids

1. Administer oxygen
2. Suction patient's upper respiratory passage

XIII. Caring for the Respiratory Tract (Tracheostomy)

A. Tracheostomy Care

1. Suction tracheostomy
2. Clean inner cannula of tracheostomy

XIV. Caring for the Eye, Ear, Nose & Throat

A. Throat Care

1. Irrigate throat

B. Care of Nasal Passages

1. Irrigate nose

C. Ear Care

1. Irrigate ear(s)

D. Eye Care

1. Irrigate eyes(s)

XV. Caring for the Urinary System

A. Maintaining Urinary Output and Preventing Infection

1. Insert a urinary catheter
2. Remove retention catheter
3. Irrigate urinary bladder

30

UNIT MODULE TASK

XVI. Caring for the Gastro-Intestinal System

A. Upper Gastro-Intestinal System

1. Administer gavage feedings
2. Connect nasogastric tube to suction
3. Irrigate nasogastric tubing for patency

B. Lower Gastro-Intestinal System

1. Insert rectal suppository
2. Insert rectal tube
3. Change colostomy dressing
4. Irrigate colostomy

XVII. Caring for the Reproductive System

A. Gynecological Care

1. Insert vaginal medication

XVIII. Performing Supervised Management Procedures

A. Patient Recording

1. Record history by patient interview
2. Prepare incident report
3. Record nursing care
4. Transcribe physicians orders

B. Patient Processing

1. Develop a patient care plan
2. Fill out charge slips
3. Practice evacuation procedures

C. Inventory Control

1. Inventory equipment and supplies
2. Inventory medicines
3. Inventory narcotics
4. Prepare requisitions for equipment, supplies or services

D. Employee Supervision

1. Orient new employees
2. Prepare patient care assignments

TEACHER EVALUATION AIDS

AND

ANSWER KEYS

EVALUATION AIDS

PREFACE

Three types of tests are included in this section. You are cautioned against using any of the example tests without adequate review and selection.

Task Tests. Task tests are keyed according to Unit, Module and Task numbers; for example, a test marked I-A-1 would key the test to Unit I, Module A, Task 1. You may use it as a teacher-graded test, or you may believe it more useful as a learning tool. Thus, you have the option of administering the test and evaluating the answers, or distributing the questions and the answer key as a self-check test.

Module Tests. Module tests are keyed according to Unit and Module; for example, a test marked I-A would key the test to Unit I, Module A, and the test should measure learning associated with all the tasks within that module.

Unit Tests. Unit tests are keyed to each of the units. They are indicated for example, as Unit Test, Unit I--Maintaining a Clean, Safe Environment. The unit tests may be utilized to measure learning as related to the entire unit, or they may be altered, supplemented,or reduced to measure the learning of selected tasks or modules.

The format of a major examination is critical in the appropriate and valid measurement of learning. Likewise, the structure and format of a unit test should present the written examination as a learning tool and not be seen as unusual or unlike learning activities in which the student has participated. The tests presented here are divided into several parts to allow grouping by structure and to promote the use of example questions in units structured by the needs of a particular group of learners.

Teacher Evaluation

Unit A: EMPLOYMENT OPPORTUNITIES

Part I. True-False (20 points, 2 for each correct answer)

Circle the correct answer:

1. T F The personal data sheet is often called a resume.

2. T F A personal data sheet includes more information than you'll need to provide on a job application form or in an interview.

3. T F Personal references are a waste of time. Employers never call them anyhow.

4. T F Having a Social Security card guarantees that you'll be given a job.

5. T F You don't have to tell prospective employers whether you're single, married or divorced.

6. T F A letter of application is written only when applying for office jobs.

7. T F It's sometimes all right to look at your pre-written list of questions to be asked and items to be discussed during the interview.

8. T F Emphasizing your own good points during an interview makes you appear to be conceited.

9. T F If the interviewer has not said "no," it's all right to call back in a week or two to remind the interviewer that you're still interested.

10. T F You should put something in all the blanks on a job application form except those marked for company use.

Part II. Multiple Choice (20 points, 2 for each correct answer)

Circle the right answer (a, b or c):

11. The D.O.T. number is:

    a. The code which describes a job.
    b. The projected number of employees needed in an occupational field.
    c. The telephone number of the Bureau of Employment Security.

12. State licensing is not required:

    a. To be a medical doctor
    b. To be an LPN
    c. To be a nursing assistant

13. When writing out your work experience record:

    a. Start with the most recent job and work backwards.
    b. Start with the first job and work toward what you have done most recently.
    c. The order of the jobs doesn't matter.

14. If the interviewer asks something you don't know or asks if you can do something you've never tried or cannot do, it's best to:

    a. Not answer at all.
    b. Fake it.
    c. Be honest.

15. In most institutions, the interviewer:

    a. Hires the employees.
    b. Screens the applicants.
    c. Sets the wage or salary rate.

16. A nursing assistant:

    a. Is responsible for total care of the patient.
    b. Diagnoses patients' needs.
    c. Assists in caring for patients, under the direction of the medical and nursing staff.

17. Gross pay is:

    a. The amount that is taken home.
    b. The total amount paid before deductions.
    c. The hourly rate of pay.

18. A job application:

    a. Helps the interviewer judge your ability to follow directions.
    b. Usually asks for unimportant information.
    c. Tells nothing about you except the words that you have written.

19. Salary should be discussed:

    a. First thing during the interview.
    b. At the end of the interview.
    c. Not at all.

20. Looking the interviewer in the eye is:

    a. A way to show you're listening and interested.
    b. Not necessary as long as you're listening.
    c. Rude.

Unit A Test (Continued)

Part III. Define (20 points, 2 for each correct answer)

21. Fringe benefits
22. Ethnic group
23. Nationality
24. Marital status
25. Dependent
26. Management
27. Salary
28. Wage
29. Limitations
30. Deduction

Part IV. List five (5) entry-level occupations for which the Nursing Assistant program will prepare you. (15 points, 3 for each correct answer)

Part V. List the duties of a Nursing Assistant. (25 points, to be evaluated by the instructor)

Answer Key - Teacher Evaluation

Unit A Test: EMPLOYMENT OPPORTUNITIES

I.

1. True	6. False	11. a	16. c
2. False	7. True	12. c	17. b
3. False	8. False	13. a	18. a
4. False	9. True	14. c	19. b
5. True	10. True	15. b	20. a

II.

III.
21. Things given an employee other than money.
22. Caucasian (white), negroid (black), Indian, Asian, Other
23. Country where a person is born.
24. Single, married, divorced or widowed.
25. An individual who depends upon you for support.
26. Those who make decisions.
27. Monthly or yearly contract payments.
28. The hourly rate of pay.
29. Health or physical condition that may hinder a person on the job.
30. That which is taken from a pay check.

IV. 31 - 35. Nurse Aide or Nursing Assistant
Nurse Aide, Central Supply
Nurse Aide, Delivery
Nurse Aide, Nursery
Nurse Aide, Surgery
Orderly
Home Health Aide or Home Attendant
Child Care Attendant, School
Occupational Therapy Aide
Physical Therapy Aide or Physical Therapy Attendant
Physical Therapy Aide, Hydrotherapy
Physical Therapy Aide, Transport
Psychiatric Aide or Assistant Therapy Aide or Asylm Attendant or Charge Attendant or Psychiatric Attendant or Ward Attendant
(plus any other titles the instructor may have identified to the students)

V. List the duties of a Nursing Assistant. (25 points, to be evaluated by the instructor. May be those listed in the Dictionary of Occupational Titles or from lecture by instructor. Must include all main duties.)

TASK TEST

Understanding Yourself

B-1

Chart I.

Read the following list of words. Find the word which best fills in the blank in the corresponding statements. Place the letter in the blank provided at the left of the statement.

A. Personal appearance
B. Able
C. Foresight
D. Health habits
E. Punctuality
F. Tact
G. Courtesy
H. Attitude toward other people
I. Dependable
J. Sense of humor
K. Self-control
L. Open mindedness
M. Morality
N. Honesty
O. Initiative
P. Aptitude

_____ 1. When we say that people have ability to do something, we mean they are _____ to do it.

_____ 2. When people seem to be born with natural talent which makes it easy to learn certain things, we say that they have _____ for these things.

_____ 3. The value which has the greatest effect upon your personality shows in your _____ .

_____ 4. _____ means having two things; good manners and a true concern for the comfort of others.

_____ 5. People who always complete the work given them on the job are _____ .

_____ 6. To look and plan ahead displays _____ .

_____ 7. Good _____ help you feel, act and look your best.

Task Test (Continued)

_____ 8. If you can see that things need to be done and do them, you have _____ .

_____ 9. Being able to see both sides of a question or argument means _____ .

_____10. Being on time describes _____ .

_____11. If you can see the funny side of life, you have a _____ .

_____12. If you can say the right thing at the right time, and handle situations so that no one becomes offended you posess _____ .

Answer Key

Task Test

Understanding Yourself

B-1

B. Able

P. Aptitude

H. Attitude toward other people

G. Courtesy

I. Dependable

C. Foresight

D. Health habits

O. Initiative

L. Open-mindedness

E. Punctuality

J. Sense of humor

F. Tact

ACTIVITY TEST

UNDERSTANDING SUCCESSFUL WORK ATTITUDES

B-2

"5-Minute Timed Test on Following Directions"

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below. Your teacher may wish to time you to see who can finish first, second, etc., so turn your paper over to show when you have completed all the work.

Do not begin until your teacher says "go," then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in Chapter 4 of your book and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.

TASK TEST

UNDERSTANDING SUCCESSFUL WORK ATTITUDES

B-2

Answer each by circling "T" for true, or "F" for false. You must achieve 12 out of 15 correctly. No references may be used.

T F 1. The most important factor in job success is attitude.

T F 2. About two thirds of the young workers who lose their jobs do so because of poor attitude.

T F 3. Those who are most agreeable to take on unpleasant tasks are often the first to be awarded with pay increases.

T F 4. It is not important to be friendly with your co-workers.

T F 5. If you cannot be loyal to your employer and your company, you should look for another job.

T F 6. Regardless of how a criticism was meant, it is constructive or destructive depending on how you use it.

T F 7. If you are too ill to go to work, it is best to stay home, and then let the employer know why you missed work as soon as you are well.

T F 8. It is not fair for an employer to criticize your work until you have had time to learn the job.

T F 9. Most employers like workers who follow directions exactly as given.

T F 10. The behavior we develop by the time we leave high school affects us for the rest of our lives.

T F 11. The ability to get along with others is something that you are "born with" - it can't be learned.

T F 12. Written evaluations of your work by your employer are legal.

T F 13. A sense of humor is the ability to laugh when the joke is on you.

T F 14. Criticism is necessary in the job situation.

T F 15. It is best to become close friends with a co-worker during the first week or two on the job.

Answer Key

Task Test

Understanding Successful Work Attitudes

B-2

1. T
2. T
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. T
11. F
12. T
13. T
14. T
15. F

TASK TEST

USING PRINCIPLES OF HUMAN NATURE

B-3

The following true/false questions deal with the Principles of Human Relations. Place a circle around the letter which represents the correct answer.

T F 1. The ability to make things happen is important both in your social life and in your career.

T F 2. Some things we do for no reason at all.

T F 3. We are more effective in our human relationships if we know why others behave as they do.

T F 4. Everything we do is because we want something.

T F 5. Adults are more self-centered than children.

T F 6. Human beings usually behave on the basis of what is logical.

T F 7. Everyone has some feelings of insecurity.

T F 8. Showing a sincere interest in someone can help you influence that person.

T F 9. Although a smile may be useful in your social life, it is of little value in your career.

T F 10. Putting up a good argument will help you influence others.

T F 11. Catching other people in the right mood is an important factor in making them behave as you would like.

T F 12. Once you can show that another person has made a mistake, it is important that you get him or her to admit it.

T F 13. Everyone has a basic need to feel important.

T F 14. It is easier to influence another with praise than with criticism.

T F 15. You can tell a great deal about a person by observing his or her mannerisms.

Answer Key

Task Test

Using Principles of Human Relations

B-3

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. F
11. T
12. F
13. T
14. T
15. T

TASK TEST

USING PRINCIPLES OF LAW AND ETHICS

B-4

Part I

True and False. Circle the letter indicating if the questions are true or false.

T F 1. Personal hygiene and good grooming are related to ethics.

T F 2. Wearing the symbols of your job while shopping helps to enhance your image in the community and is therefore ethical.

T F 3. You enter into an agreement to follow institutional policy when you take a job with a hospital.

T F 4. Ethics applies only to the doctors and nurses who take care of patients.

Part II

Fill in the blanks as indicated:

5. Ethics is a code of behavior that represents the _____ conduct for a particular group.

6. _____ =not ethical; not representative of ideal behavior.

7. A commonly used word for "die" in hospital usage is _____.

8. Having to rely on another person for help or support of any kind makes a person _____.

9. Ethical conduct always respects the basic _____ of the patient.

10. Ethics involve moral decision and a knowledge of the difference between _____ and _____.

Test, Using Principles of Law and Ethics

Part III

Match the statement on the right to the most appropriate term on the left.

_____ 1.	duty of care	A.	threatening to injure another person
_____ 2.	statutory law	B.	detaining unlawfully
_____ 3.	invasion of privacy	C.	the highest concept of right and wrong
_____ 4.	slander	D.	meeting expected standards
_____ 5.	ethics	E.	illegal act between persons
_____ 6.	negligence	F.	less serious crime
_____ 7.	privileged communication	G.	making personal information public without due consent
_____ 8.	battery	H.	failure to give reasonable care
_____ 9.	tort	I.	laws made by legislature
_____10.	misdemeanor	J.	verbal defamation of character
		K.	unlawful handling of a person without his consent
		L.	unwritten law
		M.	information kept in trust by medical personnel

47

Answer Key

Task Test

Using Principles of Human Relations

B-4

Part I True and False

1. True
2. False
3. True
4. False

Part II Fill in the Blanks

5. moral duty and obligations of
6. unethical
7. expired
8. dependent
9. privacy
10. right or wrong

Part III Match the Statements

1. D
2. I
3. G
4. J
5. C
6. H
7. M
8. K
9. E
10. F

ALTERNATE TASK TEST

USING PRINCIPLES OF LAW AND ETHICS

B-4

Directions: Each of the questions or incomplete statements listed below are followed by several words, phrases, or series of numbers. From these, you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase (A, B, C, D) in the numbered blank space at the left of the item.

_____ 1. A nursing assistant never saw a certain patient while in the hospital but was accused of defamation of character. She was probably guilty of:

A) Negligence
B) Tort
C) Misdemeanor
D) Slander

_____ 2. A patient's chart after discharge is:

A) Kept for 5 years
B) Given to the doctor
C) A legal document
D) Available for the patient to read

_____ 3. Which of the following will help the health worker avoid litigation?

A) Consistent practicing of conscientious care
B) Obtaining written consents
C) Staying within the limits of her training
D) Always considering the patient's wishes

_____ 4. If someone commits an illegal act against society, it is called:

A) Negligence
B) Crime
C) Battery
D) Misdemeanor

_____ 5. The obligation under law for a health worker to perform services for a patient which meet the common standard of practice expected in her community for a comparable worker is:

A) Common law
B) Licensure
C) Duty of Care
D) Civil law

Answer Key

Alternate Task Test

Using Principles of Law and Ethics

B-4

Answer Key:

1. D
2. C
3. A
4. B
5. C

Teacher Evaluation

Unit B: HUMAN RELATIONS

Part I. True or False (30 points, 3 for each correct answer)

Circle the correct answer:

1. T F The most important factor in job success is how well you perform the technical skills.

2. T F A patient's chart is a legal document.

3. T F An illegal act against society is called a litigation.

4. T F Morality is the value which has the greatest effect upon your personality.

5. T F Written defamation of character is called libel.

6. T F Personal hygiene and good grooming are related to ethics.

7. T F Having to rely on another person for help or support of any kind makes a person unethical.

8. T F Not all professions follow the same code of ethics.

9. T F Wearing the symbols of your job while shopping is unethical.

10. T F Slander is a verbal defamation of character.

Part II. Multiple Choice

Circle the right answer (a, b, c or d):

11. A natural talent which makes it easy to learn certain things is:

    a. Ability
    b. Interest
    c. Aptitude
    d. Foresight

12. Having good manners and a true concern for the comfort of others is:

    a. Self-control
    b. Courtesy
    c. Tact
    d. Sense of humor

13. Being able to see both sides of a question or argument:

    a. Morality
    b. Open-mindedness
    c. Duplicity
    d. Initiative

Unit B Test (Continued)

14. The ability to get along with others:

    a. Something you are born with
    b. Honesty
    c. Punctuality
    d. Learned

15. Information kept in trust by medical personnel:

    a. Privileged communication
    b. Duty of care
    c. Statutory law
    d. Gossip

16. A threat or an attempt to injure another in an illegal manner:

    a. Negligence
    b. Battery
    c. Invasion of privacy
    d. Assault

17. Authorization by the state to practice one's profession or vocation:

    a. Duty of care
    b. Licensure
    c. Litigation
    d. Consent

18. One's actions in general:

    a. Solvent
    b. Conduct
    c. Customs
    d. Hypothetical

19. The nurse's primary responsibility is to:

    a. Co-workers
    b. The physicians
    c. People who require nursing care
    d. Herself/himself

20. A violation of a legal requirement might result in discipline by:

    a. Law enforcement agencies
    b. Co-workers
    c. Supervisor
    d. AMA

Part III. Completion (30 points, 3 points each)

Write the word that completes the statement in the blank to the left of the statement.

21. _____ A_____acts as a bridge between the people who run the business/institutions and the employees.

22. _____ Your_____is determined by how well your needs are satisfied, how others react to you and how closely you measure up to the ideal you have set for yourself.

23. _____ A_____is an established pattern of behaving in relation to other people.

24. _____ _____is the exchange of information, feelings, and ideas which is the basis for the development of relationships among people.

25. _____ If you can handle situations so that no one becomes offended and if you say the right thing at the right time, you possess_____.

26. _____ Ethical conduct always respects the basic _____rights of the patient.

27. _____ Failure to give reasonable care is_____.

28. _____ Unskilled and faulty medical or surgical treatment is_____.

29. _____ Permission granted by a person voluntarily and in his right mind is_____.

30. _____ _____law pertains to legal relationships between private individuals.

Part IV. 31. List seven (7) specific kinds of health care workers or agencies which must be licensed by the state. (7 points, 1 point for each correct answer)

1.
2.
3.
4.
5.
6.
7.

Part V. 32. List three (3) specific areas in which health care agencies must comply with state regulations. (3 points, 1 point for each correct answer)

1.
2.
3.

Answer Key - Teacher Evaluation

Unit B Test: HUMAN RELATIONS

I.
1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. True
9. True
10. True

II.
11. c
12. b
13. b
14. d
15. a
16. d
17. b
18. b
19. c
20. a

III.
21. Supervisor
22. Self-concept
23. Role
24. Communications
25. Tact
26. Privacy
27. Negligence
28. Malpractice
29. Consent
30. Civil

IV. 31. Any seven (7) of the following:
Dentists
Dental hygienists
Doctors of medicine
Licensed practical nurses
Medical technologists
Optometrists
Pharmacists
Physical therapists
Registered nurses
Sanitarians
Hospitals
Convalescent facilities

V. 32. Fire regulations
Operating safety regulations
Adequate staffing

ANSWER SHEET

Self-Check Test C-1

Commonly Used Observations

1. abdomen
2. as needed
3. morning
4. ambulatory, walking
5. axillary (armpit)
6. twice per day
7. bowel movement
8. blood pressure
9. bathroom privileges
10. with
11. cancer
12. cubic centimeters
13. complains of pain
14. discontinue
15. electrocardiagram
16. emergency room
17. gastrointestinal (stomach and intestine)
18. genitourinary
19. hour
20. hemoglobin
21. water
22. bedtime
23. intake and output
24. intravenous (within vein)
25. laboratory
26. left lower quadrant
27. left upper quadrant
28. medical (or medication)
29. night
30. nothing by mouth
31. oxygen
32. obstetrics
33. operating room
34. ounce
35. pulse
36. pediatrics
37. by or through
38. by mouth
39. after surgery
40. when necessary
41. psychology
42. physical therapist
43. every hour
44. quantity sufficient
45. respirations
46. soapsuds
47. soapsuds enema
48. at once
49. staphylococcus
50. temperature, pulse, respiration
51. venereal disease
52. by way of
53. weight

ANSWER SHEET

Self-Check Test C-1a

Descriptive Terms

1. black and blue, bruised
2. large amount
3. small amount
4. fat, overweight
6. extremely worried, nervous
7. appears to have blue color
8. skin appears yellowish
9. eats everything served and asks for more
10. eats little of food served
11. appears puffy or swollen
12. happy, carefree
13. buttocks
14. belch
15. difficult breathing
16. short time without breathing
17. abnormally shaped
18. looks black as tar
19. resembling clay
20. does not respond to stimuli
21. aware of surroundings, fully conscious
22. remains together, retains shape
23. running like water
24. looks like mucus
25. bowel movement
26. contains pus
27. vomiting
28. skin without normal color
29. unusually pink
30. appears square across and curved at the end
31. gas from the digestive tract
32. loss of normal tone and size
33. false teeth
34. prophylactic
35. void, micturate, urinate
36. incontinent, involuntary

TASK TEST

Use Simple Medical Terminology

C-1

Use clear concise terms or abbreviations which plainly describe a situation pertaining to a patient and will be quickly understood. You must answer 16 of the following 20 questions accurately and no references may be used.

Use descriptive terms.

1. black and blue, bruised
2. appears to have blue coloring of skin
3. appears puffy or swollen
4. rapid breathing
5. gas from the digestive tract
6. pass fluid from the bladder
7. difficult breathing
8. looks like mucus
9. false teeth
10. seems very sick

Use abbreviations.

11. discontinue
12. water
13. nothing by mouth
14. when necessary
15. bowel movement
16. weight
17. emergency room
18. at once
19. every hour
20. after surgery

ANSWER SHEET

Use Simple Medical Terminology

1. ecchymatic
2. cyanotic
3. edema
4. hyperpnea
5. flatus
6. void, micturate, urinate
7. dyspnea
8. mucoid
9. dentures
10. acutely ill
11. D.C.
12. H_2O
13. N.P.O.
14. P.R.N.
15. B.M.
16. wt
17. E.R.
18. stat
19. q.h.
20. post op

ANSWER SHEET

Self-Check Test C-2

Charting

Admission ambulatory to 101 accompanied by husband.

C.O. pain in left foot.

T.P.R. 98.6. Blood pressure 120/70.

Skin appears flushed.

Appetite good.

Offers no complaints. SIGNATURE

Report to nurse all findings.

Male patient admitted from emergency to Room 200 for surgery this p.m.

T.P.R. and blood pressure 100/70.

Abdominal surgery preparation done.

S.S.E. given c returns of clay colored stool and flatus.

Prepared for surgery - dentures removed.

Dozing quietly.

To operating room via cart accompanied by orderly.

SIGNATURE

59

TASK TEST
C-2

Charting

1. Use charting forms and the following patient information and/or treatment procedures or observations pertaining to patient care or progress.

2. Record the provided information in chart form.

3. You will be rated according to a previously constructed form. You will achieve 90 percent accuracy.

4. You may not use a reference.

Information

Eleven o'clock in the morning, four year old Johnny Jay was admitted to Room 712 to have x-ray and blood tests done this afternoon. He was with his mother and father when he walked into the room. The laboratory technician came to take a blood sample from John's finger and Johnny cried. After lunch time (Johnny didn't get any lunch because the doctor left orders he was not to eat and drink anything), he was taken to the X-Ray Department. He went in a wheelchair and was taken there by a nurse's aide. When he returned to his room at 12:45 p.m., he was so tired that his mother undressed him and put on his pajamas. He slept for one hour. At 2:30 p.m. Doctor Smith came to see Johnny and did a physical examination on him. He asked his mother many questions about Johnny. Johnny went to the bathroom and voided. A specimen was saved and sent to the laboratory. His temperature was taken, rectally and was 99 and 0.4 degrees Farenheit. His pulse rate was 120 beats, counted for one minute and his respirations 24, counted for one minute. At 3:00 p.m. Johnny is playing quietly in bed.

ANSWER SHEET

Charting

C-2

11 a.m. admitted ambulatory to Room 712 a four year old male accompanied by parents.
Blood drawn by laboratory - patient cried.

12 noon P.O.
To X-Ray via wheelchair accompanied by nurse's aide.
Prepared for sleep by mother.

1-2 p.m. Asleep

2:30 p.m. Complete physical exam by Dr. Smith
Routine urine to laboratory.
T.P.R. 99.4 R - 120 - 24
Playing quietly in bed.

Teacher Evaluation

Unit C: CHARTING, REPORTING AND RECORDING

Part I. True-False (20 points, 2 for each correct answer)

Circle the correct answer:

1. T F POR charting focuses on the physician and his problems.

2. T F Parorexia means the patient craves certain foods.

3. T F A barrel chest looks rounded front and back.

4. T F A patient with an obsession does not believe what is said.

5. T F A protruding abdomen is hard and board-like.

6. T F Emeses, BM, wound drainage, urine, perspiration and ambulation are types of output.

7. T F An edematous arm appears puffy or swollen.

8. T F False teeth are called dentures.

9. T F The abbreviation "q.h." means "every hour."

10. T F Difficult breathing is called dyspnea.

Part II. Multiple Choice (30 points, 2 for each correct answer)

Circle the right answer (a, b, c or d):

11. The abbreviation a.c. means:

    a. Twice a day
    b. Before meals
    c. Of each
    d. As needed

12. POR means:

    a. By mouth
    b. Problem-oriented record
    c. Postoperative
    d. Preoperative

13. SOS means:

    a. Soapsuds
    b. One-half
    c. One time only if needed
    d. Emergency room

Unit C Test (Continued)

14. Eructation is:

    a. Nosebleed
    b. Blood in urine
    c. Blister
    d. Belch

15. Bath taken in special tub:

    a. Partial bath
    b. Sitz bath
    c. Admission bath
    d. Toilette

16. Blood in urine:

    a. Hematuria
    b. Hematemesis
    c. Hemoptysis
    d. Hemoglobin

17. Nearsightedness:

    a. Myopia
    b. Hyperopia
    c. Diplopia
    d. Jaundice

18. Feeling of being unstable, unsteady:

    a. Mastitis
    b. Crisis
    c. Vertigo
    d. Amnesia

19. A medication sheet is a:

    a. General form
    b. Special form
    c. Graphic sheet
    d. Progress note

20. A thin, undernourished patient is:

    a. Axillary
    b. Obese
    c. Apathetic
    d. Emaciated

Unit C Test (Continued)

21. POR charting accomplishes:

a. Focuses on the patient and his problems.
b. Improves communications among all those caring for the patient.
c. Provides a method for evaluating the importance and meaning of the patient's concerns.
d. All of the above.

22. A chart is a:

a. Legal document
b. Guerney
c. Diagnostic test
d. Compound

23. The following is permitted in charting:

a. Ditto marks
b. Handwritten or printed entries
c. Erasures
d. Blank spaces

24. The following information is not included on a patient's chart:

a. Phone calls received by the patient
b. Body care
c. Ambulation
d. Sleep

25. A spasm is:

a. Localized muscle contraction
b. Muscle contraction maintained for a time
c. Abrupt start and end of a convulsive seizure
d. Coughing all the time

Part III. Definitions (30 points for each correct answer)

Write the definition for each abbreviation.

26. abd.

27. amt.

28. ca

29. c/o

30. H_2O

Unit C Test (Continued)

31. I&O

32. no.

33. PT

34. q.o.d.

35. TPR

36. kg

37. h

38. LUQ

39. b.i.d.

40. stat.

Part IV. 41. Define the meaning of SOAP (20 points)

S

O

A

P

ANSWER SHEET

Teacher Evaluation

Unit C Test: CHARTING, REPORTING AND RECORDING

Part I.
1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. True
9. True
10. True

Part II.
11. b
12. b
13. c
14. d
15. b
16. a
17. a
18. c
19. a
20. d
21. d
22. a
23. b
24. a
25. a

Part III.
26. Abdomen
27. Amount
28. Cancer
29. Complains of
30. Water
31. Intake and output
32. Number
33. Physical therapist
34. Every other day
35. Temperature, pulse, respiration
36. Kilogram
37. Hour
38. Left upper quadrant
39. Twice a day
40. At once

Part IV. 41. S - Subjective information obtained from the patient, his relations, or a similar source.

O - Objective information based on the health team's observations of the patient, the physical examination, or diagnostic or laboratory tests.

A - Assessment, which refers to the analysis of the patient's problem.

P - Plan of action to be taken to resolve the problem.

TASK TEST

Observe Body Mechanics and Safety Measures
I-C-1

Part I

Directions: Match the statement in column 1 with the term in column 2.

Column 1	Column 2
_____1. The body without head and extremities	A. Antagonist
_____2. Attaches bond to bone	B. Body alignment
_____3. One of a pair of muscles, having an action opposite from the other.	C. Buttocks
_____4. The arms and legs	D. Extremities
_____5. Attaches muscle to bone	E. Glucose
_____6. A simple sugar, or fuel	F. Gravity
_____7. Not likely to tip or fall	G. Hormones
_____8. Formed by the gluteal muscles	H. Ligament
_____9. The relationship of movable body segments to other segments of the body.	I. Stability
____10. A force that pulls toward the earth.	J. Tendon
	K. Thorax
	L. Trunk

Part II

Directions: Choose the best answer or answers.

1. All but one of the following statements are characteristics of good body alignment and balance. The statement that is <u>not</u> characteristic is:

   _____a. The body is balanced over its base of support.
   _____b. Oxygen and glucose are used by muscles as "fuel."
   _____c. Segments of the body are in proper relationship.
   _____d. Strain on muscles and joints is minimized.

2. Balance of the body is best achieved by:

   _____a. a low center of gravity, a narrow base, and the line of gravity passing through the base.
   _____b. a high center of gravity, a broad base, and the line of gravity passing outside the base.
   _____c. a high center of gravity, a narrow base, and the line of gravity passing through the base.
   _____d. a low center of gravity, a broad base, and the line of gravity passing through the base.

Test, Observe Body Mechanics and Safety Measures (Continued)

3. Balance of the body is maintained by:

_____a. the center of gravity passing through the base of support.
_____b. a high center of gravity located outside a narrow base.
_____c. a line of gravity passing through the base of support.
_____d. a line of gravity passing outside the base of support.

4. The center of gravity in the body is a point:

_____a. around which the body weight or mass is centered.
_____b. located and stabilized in the pelvic region.
_____c. that must lie within the base of support.
_____d. all of the above.

5. Low back strain in the hospital worker is most often caused by:

_____a. the carelessness of other people.
_____b. lifting too heavy an object or person.
_____c. using the back muscles to lift a weight.
_____d. body segments aligned with each other.

6. The worker who suffers a muscle strain of the back or shoulder might:

_____a. have a lot of pain.
_____b. lose a week or more of work.
_____c. have prevented the injury.
_____d. all of the above.

7. Movement of the body occurs:
_____a. where muscles are attached to bone.
_____b. at joints which are acted upon by muscles.
_____c. when bones are stimulated by nerves.
_____d. at the immovable joints.

8. Ligaments are strong cartilage bands which:

_____a. connect muscles and tendons.
_____b. connect muscles to muscles.
_____c. connect bones to bones.
_____d. connect tendons and bones.

9. The trunk of the body plays an important part in body alignment and balance. The trunk refers to:

_____a. the buttocks and the extremities.
_____b. the thorax and the neck.
_____c. the back and the extremities.
_____d. the abdomen and the thorax.

Test, Observe Body Mechanics and Safety Measures (Continued)

10. The palm of the hand is a subpart of the upper extremity and its surface is referred to as:

_____a. lateral
_____b. midline
_____c. posterior
_____d. anterior

11. To insure good stability of the base of support of the body, the feet should be positioned:

_____a. parallel and very close together.
_____b. about eight (8) inches apart, one a little ahead of the other.
_____c. about eight (8) inches apart, toes pointed laterally.
_____d. parallel and at least two (2) feet apart.

12. A person with sagging abdominal muscles often has a greater curve in his back, or a "sway back." This greater curve may cause:

_____a. less fatigue when doing heavy work.
_____b. decreased strain on the backbone.
_____c. uneven pressure on intervertebral discs.
_____d. increased shock absorber effect of the spine.

13. The large, strong muscle groups of the body include which of the following?

_____a. the back muscles and the gluteals.
_____b. the quadriceps femoris and the back muscles.
_____c. the hamstrings and the adductors.
_____d. the gluteals and the quadriceps femoris.

14. Muscles are frequently referred to by a name similar to the name of the movement produced by their action. Some of these muscles would be called:

_____a. Flexion, extensors, and adductors
_____b. Hyperextension, abduction, and extensors
_____c. Flexors, adductors, and abductors
_____d. Extension, hyperextension, and flexion

15. Groups of muscles are usually found working in pairs to produce movement at the joints of the body, and are called antagonists. One example of antagonist muscles is:

_____a. flexor and adductor.
_____b. quadriceps femoris and back muscles.
_____c. abdominal muscles and diaphragm.
_____d. extensors and hyperextension.

Part III

1. Give two (2) reasons for using smooth, coordinated movements in caring for the sick.

1.
2.

Test, Observe Body Mechanics and Safety Measures (Continued)

2. Why is it best to "set" or prepare the muscles before performing a strenuous activity?

   1.
   2.

3. Why is the use of a footstool advisable in reaching?

4. How do you provide lateral stability while reaching?

5. Why is it safer to reach in front of the body rather than directly overhead?

6. List two (2) activities in the hospital where a pivoting turn could be used to prevent twisting the trunk of the body.

   1.
   2.

7. In carrying an object, why is it best to hold it close to your body?

8. List two (2) ways to reduce strain if you must lift and carry heavy objects.

   1.
   2.

9. List two (2) safety precautions to observe if you are pushing or pulling a large object in the hospital corridor.

   1.
   2.

10. The goal in pushing or pulling an object correctly is to move it with a minimum of _____ by using the _____ to assist the strong muscles.

ANSWER SHEET

Observe Body Mechanics and Safety Measures
I-C-1

Part I

1. L	6. E		
2. H	7. I		
3. A	8. C		
4. D	9. B		
5. J	10. F		

Part II

1. b	6. d	11. b			
2. d	7. b	12. c			
3. c	8. c	13. d			
4. a	9. d	14. c			
5. c	10. d	15. c			

Part III

1. 1. Avoid injury to patient or hurting him.
   2. Avoid strain or injury to the worker.

2. It stabilizes the muscles and joints, prepares the muscles for action, lessens danger of sudden movement or stress causing injury. (Or similar answer.)

3. Decreases the distance to be reached.

4. Spread feet apart to broaden base of support.

5. Avoids hyperextension of neck and spine; you can see what you are doing.

6. 1. Assisting patient from bed to chair.
   2. Turning to answer phone, pick up chart.
   (Any similar answers.)

7. It is more stable to carry if its center of gravity falls within your base of support.

8. Don't lift more than is safe; get help; use mechanical lifter.
   Shift load occasionally.
   Put load down occasionally.
   Use proper body mechanics or movements.
   Hold object as near midline of body as practical.
   (Any two of these or similar answers.)

9. Watch carefully when going around corners.
   Approach intersections carefully.
   Move equipment down one side of hall or corridor.
   Park equipment close to wall to avoid obstructing corridor.
   Use care not to bump into anyone.
   (Any two of these, or similar answers.)

10. Effort or strain; body weight.

TASK TEST

Turn Patient in Bed
I-C-2

1. Describe the following positions.

   a. Side-lying (or lateral) b. Prone c. Horizontal Recumbent

2. Describe the eight (8) checkpoints of good body alignment for the patient's position in bed.

3. Name four areas where discomfort may be felt if the body is <u>not</u> in good alignment.

4. List five (5) supportive aids that can be used for the patient's position in bed.

5. Briefly give the reason for changing the patient's position, keeping in mind the effect of the weight of the patient's body in contact with the bed or any other surface.

6. List three signs or symptoms of a decubitus ulcer.

7. How often should the patient's position be changed?

8. List three (3) aids used to reduce pressure on bony areas?

ANSWER SHEET

Turn Patient in Bed
I-C-2

1. a. Side-lying (or lateral) position - The patient is lying on his side; in which the uppermost leg is sharply flexed so that it does not rest upon the lower leg.
   b. Prone position - The patient is lying on his abdomen.
   c. Horizontal Recumbent - The patient is lying on his back with the head and feet flat.

2. Head up — Arms relaxed at sides
   Neck straight — Abdomen in
   Back straight — Knees slightly flexed
   Chest out — Feet straight with toes pointing upward.

3. Neck — Abdomen
   Back — Extremeties

4. Pillows — Sand bags
   Folded linen — Footboard
   Hand rolls

5. To prevent the development of pressure areas which can develop into a bedsor

6. Reddened area — Break in the skin
   Softening of the tissue

7. Turn the patient at least every two (2) hours.

8. Sheepskin pads, foam padding, circulating air mattress, and newly designed jel pads. (Note: If other aids have been described in class, they are also appropriate as answers.)

TASK TEST

Assist with or Give Range of Motion Exercises
I-C-3

1. a. Name all the joint movements.

   b. Give the area of the body where each of the joint movements can be used.

2. What are two reasons for range of motion exercises?

3. Why is it important for the patient to exercise in bed?

4. When is one of the best times to do the range of motion exercises?

5. What are three important factors to remember when assisting the patient who needs range of motion exercises?

6. What problems can occur when the range of motion exercises are not performed on the patient?

7. How can the patient be encouraged to help improve the movement of the affected joints?

8. What conditions would indicate the need for your patient to have the range of motion exercises?

9. Briefly describe the difference between active and passive exercises.

10. What information should be included when you record the range of motion exercises on the patient's chart?

11. Passive exercise means:

    a. Lag rolling
    b. Deep breathing
    c. The patient doing exercises
    d. The nurse doing the exercises for the patient

ANSWER SHEET

Assist with or Give Range of Motion Exercises
I-C-3

1. a. Flexion Abduction Pronation Circumduction
   Extension Adduction Supination Rotation

   b. Flexion and extension - Hinge joints (knee and elbow)
   Pronation and supination - Wrist
   Abduction and adduction - Ball and socket joint (hip and shoulder)
   Circumduction - Ball and socket joint (hip and shoulder)

2. a. To enhance the firmness, tone, and elasticity of muscles.
   b. Promotes elimination of waste products from the body.
   c. For strength and hardness of bones.
   d. Improves circulation of the blood.

3. To maintain all body functions and systems.

4. During the patient's bed bath.

5. a. To perform the range of motion exercises on a regular basis.
   b. To know how far the extremity can be exercised without causing pain and discomfort to the patient.
   c. To encourage the patient to participate in the exercises by using the unaffected extremity to exercise the affected limb.

6. The patient can develop permanent contractures and paralysis.

7. By taking part in doing active exercises by using the unaffected extremity on the affected limb.

8. A C.V.A. or fracture of a part.

9. Active exercises are exercises where the patient can perform the activity.

   Passive exercises are exercises where someone must exercise the affected part of the body for the patient.

10. Includes patient's name, room and bed, time, type of exercises, and how well the activity was tolerated by the patient.

11. d. The nurse doing the exercise for the patient.

TASK TEST

Make Occupied Bed
I-D-4

1. List three principles of bed making.

2. What primary safety factor must be considered when making this type of bed?

3. Name three (3) precautions that you should exercise when handling the patient's bed linen.

4. Why do you complete one side of the bed before going to the other side?

5. Why is it important to raise the bed to working level?

6. What is a toe pleat? Give a reason for the toe pleat.

7. What position will the patient usually assume while the bed is being made?

8. State four (4) observations you could make concerning your patient's condition while making the bed.

ANSWER SHEET

Make Occupied Bed
I-D-4

1. a. To make the bed quickly, neatly and wrinkle free.
   b. To practice medical asepsis (prevent the spread of disease-producing bacteria).
   c. Practice good safety habits.

2. Prevent any injury or harm to the patient and the worker.

3. a. Keep the clean linen away from the dirty linen.
   b. Don't shake the linen.
   c. Don't put the dirty linen on the floor.

4. To conserve energy and save time.

5. To maintain good body mechanics by the worker to prevent back injury.

6. a. A toe pleat - a way of folding over the top linen of the bed.
   b. To permit free movement of the patient's feet and toes and eliminate pressure.

7. Lateral or horizontal recumbent position.

8. a. Note the breathing
   b. Color of skin
   c. Mental condition
   d. Verbal complaints

77

TASK TEST

Put Footboard or Overbed Cradle on Bed
I-D-5

1. List three (3) reasons for changing the patient's position.

2. List eight (8) checkpoints for checking the patient's body alignment.

3. List four (4) supportive aids that are helpful in positioning a patient.

4. List one (1) reason for using the footboard.

5. List one (1) reason for using an overbed cradle.

6. Briefly describe the following:

   a. Supine position
   b. Contracture
   c. Paralysis
   d. Muscle spasm
   e. Decubitus ulcer

ANSWER SHEET

Put Footboard or Overbed Cradle on Bed
I-D-5

1. Movement, circulation, comfort.

2. Head up
   Neck and back straight
   Arms at sides
   Chest out
   Abdomen in
   Knees slightly flexed
   Feet straight
   Toes pointed forward

3. Pillows
   Hand roll
   Footboard
   Sand bags
   Sheet or towel

4. To keep the patient's feet in an upright position. (footboard)

5. To keep the top linen off the patient's body. (overbed cradle)

6. a. Supine position - lying on the back with face upward.
   b. Contracture - the permanent tightening of a muscle due to spasm or paralysis that leads to immobilization of the affected joint.
   c. Paralysis - the loss of sensation or voluntary muscle movement in a part of the body.
   d. Muscle spasm - a sudden, violent, involuntary muscular contraction. It is not permanent.
   e. Decubitus ulcer - commonly known as a bed sore; caused by interference with the circulation of blood in a part of the body. It is due to constant pressure from the weight of the body lying in one position for too long a period of time.

Unit Test

Unit I: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Part I. Multiple Choice

Select the one best answer for each of the following questions. Record the letter on your answer sheet.

1. An explanation about the use of siderails should include:

   a. Assurance that the patient will continue to be checked on frequently.
   b. Assurance that this safety device is used infrequently.
   c. Details about patients falling out of bed.
   d. Precautions about hospital lawsuits.

2. The "occupied bed" provides for a complete linen change with the patient lying in the bed. This is usually accomplished with the patient assuming the following positions:

   a. Remaining prone and lifting trunk.
   b. Remaining supine and lifting trunk.
   c. Turning from side to side, with assistance as needed.
   d. Sitting on either side of the bed.

3. Which of the following is not included in the "checkpoints of good alignment?"

   a. Knees slightly flexed.
   b. Neck and back straight.
   c. Feet straight, toes forward.
   d. Arms flexed on chest.

4. Which of the following aids is most often used to prevent footdrop?

   a. Overbed cradle
   b. Footboard
   c. Trochanter roll
   d. Alternating pressure mattress

5. The principle of using an alternating pressure mattress to prevent decubiti would be best described as:

   a. Pressure is not constantly exerted in the same place.
   b. The skin is not in contact with the mattress.
   c. Water exerts no surface pressure.
   d. Irregular surfaces allow for air flow.

6. Although many protective aids may be employed to prevent tissue damage and decubitus ulcers, the best prevention is good observation and positioning. The helpless patient should be observed frequently and repositioned:

   a. Every 15 minutes.
   b. At least every shift.
   c. Every 3 hours, if possible.
   d. At least every 2 hours.

80

Unit I Test (Continued)

7. A variation of the supine position is the:

   a. Semi-Fowler's Position.
   b. Prone Position
   c. Sim's Position
   d. Side-lying Position

8. Hand washing is the first step in all tasks related to direct patient care. Which of the purposes of hand washing listed below is <u>not</u> accurate?

   a. It helps to limit the spread of microorganisms from one person to another.
   b. It helps to keep hands and skin free from infection.
   c. It sterilizes the skin.
   d. It provides a practice in the promotion of good general health.

9. For the weak or helpless patient, position change and adequate support <u>should</u> provide:

   a. Pressure areas
   b. Immobility
   c. Relaxation
   d. Contractures

10. For adequate support and good body alignment, pillows may be used the lateral or side-lying position. Which principle is important when using pillows in this position?

    a. Exert a "pull" on shoulder and upper arm.
    b. Provide the patient with pillows to lean on.
    c. Use pillows to keep knees straight.
    d. One pillow may help the upper leg rest in a more natural position.

Part II. Completion: Supply the vocabulary words described by the statements below.

1. _____ Movement performed by the person himself without assistance from another.

2. _____ The moving of parts of a person's body by another person.

3. _____ An inflammation of the lungs caused by the lack of movement, from remaining in the same position. A common complication of being in bed for a long time; can occur rapidly following a surgical operation.

4. The amount of movement allowed at the joints is termed its _____. Forced movements beyond this point will cause pa

Unit I Test (Continued)

5. The prolonged flexion of joints or muscle groups may result in common deformities which are painful and unattractive and which limit the movement of the person. These deformities are called _____.

6. Muscle _____ is muscle shrinkage or a decrease in muscle size due to lack of use.

7. Muscle _____ is an increase in muscle size due to increased use.

8. _____ is the loss of ability to produce voluntary movements.

9. _____ position is lying on the abdomen, face downward.

10. _____ position is lying on the back, face upward; also referred to as dorsal recumbent position.

Answer Key

Unit I: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Part I. Multiple Choice

1.	a	6.	d
2.	c	7.	a
3.	d	8.	c
4.	b	9.	c
5.	a	10.	d

Part II. Completion

1. Active exercise
2. Passive exercise
3. Hypostatic pneumonia
4. Range of motion
5. Contractures
6. Atrophy
7. Hypertrophy
8. Paralysis
9. Prone
10. Supine

Module Test

II - C

SKIN CARE

True-False

Circle the correct answer:

1. T F A patient's attitude improves when his personal needs are satisfied.
2. T F The skin excretes oil as well as waste matter.
3. T F The second layer of the skin that produces new cells is called the dermis.
4. T F The ideal temperature of bath water is 120-130 degrees F.
5. T F One reason for giving a backrub is to stimulate circulation.
6. T F Always trim the toenails of a diabetic patient.
7. T F The proximal side of the patient is the side closest to you.
8. T F A shampoo can be given to a patient with a doctor's order.
9. T F It is correct to shave the sideburns or mustache of a patient.
10. T F The genitalia is the first area washed in the complete bath.

Answer Key

SKIN CARE

1. True
2. True
3. True
4. False
5. True
6. False
7. True
8. True
9. False
10. False

TASK TEST

Feed Infant
II-E-7

1. In what position should the baby be held while being fed?

2. Describe the emotional tone that should be established by the person feeding the baby.

3. Why should the baby's bottle not be propped?

4. Give three (3) examples of infant formulas.

5. How much formula does a two (2) week old infant usually consume during a feeding period?

6. How often do you burp such an infant during the feeding?

7. At what angle do you hold the bottle when feeding the baby?

8. Why is the infant placed on the side or abdomen in the crib after the feeding is completed?

9. What information is included on the chart concerning the baby's feeding?

ANSWER SHEET

Feed Infant
II-E-7

1. The baby should be held in a semi-Fowlers position in the arms of a person during the feeding period.

2. The infant should feel a sense of love and security.

3. The infant may drink too quickly thus causing vomiting or aspiration could occur.

4. Plain - canned milk, water and sugar
   Enriched formula - commercially prepared with vitamins
   Enriched formula with iron added
   } May be listed by brand names.

5. Approximately four (4) ounces of formula.

6. Every ½ to 1 ounce until formula is consumed.

7. At a forty-five (45°) degree angle - remembering that milk should fill the nipple at all times.

8. To prevent the infant from aspirating any vomitus into the lungs.

9. Need to include the following information for recording feedings:
   Name, time, formula, amount of formula, how well tolerated the feeding.

Module Test

II - E

CARE FOR THE NEWBORN INFANT

Define the following terms:

1. Apathy
2. Carcinoma
3. Circumcision
4. Diaper rash
5. Foreskin
6. Formula
7. Sterilizer
8. Meconium
9. Cystic fibrosis
10. Colostrum

Complete the following:

1. A _____ bath is recommended for the newborn until the cord falls off.
2. The _____ hold is used when shampooing a baby's head.
3. A small amount of _____ is normal when the cord falls off.
4. Both breast fed and bottle fed infants should be _____ during feeding.
5. Normal birth weight varies from _____ to _____ pounds.
6. The newborn is usually not fed formula until _____ after birth.
7. The tub bath should not be given to the newborn until _____.
8. The cord should be cleansed with _____several times a day until the cord drops off.
9. The _____ is used to collect a urine specimen from both male and female infants.
10. The newborn will usually take _____ to _____ ounces of formula to start with.
11. When bottle feeding an infant, you should hold the bottle at a _____ degree angle.
12. Always use a _____ gauze dressing on a circumcision.
13. A rubber suction bulb is used to suction the _____ from the infant's throat and mouth.
14. If an infant is weighed in grams, you multiply this by _____.

15. You should always lay a _____ on the scale before placing an infant on it.

16. You should always _____the scale before weighing the infant.

17. _____ are taken of an infant to help maintain identity.

18. _____ are taken of the mother for the same reason.

19. The infant is tagged with _____ bracelets which match the mother's bracelet number.

20. All babies are given a supplemental feeding of _____.

Answer Key

Module II - E

CARE FOR THE NEWBORN INFANT

Definitions:

1. Apathy - lack of feeling or interest
2. Carcinoma - an epithelial cancerous growth
3. Circumcision - cutting off of the foreskin of the penis.
4. Diaper rash - eruption of red spots on infant's skin in area covered by diaper.
5. Foreskin - fold of skin at end of penis.
6. Formula - a set prescription or recipe for infant feeding.
7. Sterilizer - apparatus used to destroy all microorganisms on tools or pieces of equipment.
8. Meconium - first fecal excretion of newborn infant.
9. Cystic fibrosis - chronic disease of the pancreas, lungs, etc., beginning in infancy.
10. Colostrum - milk which is secreted a few days before and after childbirth.

Complete the following:

1. sponge
2. football
3. discharge
4. burped
5. 6 - 7
6. 12 hours
7. cord drops off
8. alcohol
9. U-bag
10. 2 - 4
11. 45°
12. Vaseline
13. mucous
14. 2.2
15. cloth (diaper, blanket, etc.)
16. balance
17. footprints
18. thumb-prints
19. two
20. water

Module Test
II - F

USE OF SUPPORTS FOR LOCOMOTION AND TRACTION

1. Why is the elbow flexed 30° when measuring or fitting crutches?

_____

_____

2. In crutch walking, the patient should keep his back straight and bent from the _____ or _____

3. The patient should look _____ _____ when walking on crutches.

4. In order to use a walker the patient must be able to do three (3) things. List these three things.

a.
b.
c.

5. When using the walker, you noted the patient's elbows were flexed (or bent) at a 90° angle and were resting on the upper rail of the walker. This would indicate the walker was (choose one answer):

_____a. adjusted too low.
_____b. adjusted too high.

6. Another patient was observed using a walker with his upper back and shoulders flexed and his arms extended straight down to reach the upper rail. The height of the walker was too (choose one answer):

_____a. low
_____b. high

7. The recommended degree of flexion, or bend, of the elbow is _____ when using a walker.

8. The most stable phase of the walking cycle is the:

_____a. double
_____b. single stance
_____c. swing

9. Which of the following are some of the hazards or dangers of bed rest?

_____a. postoperative pain
_____b. blood clots
_____c. dizziness
_____d. hypostatic pneumonia
_____e. altered body chemistries
_____f. contractures

10. In walking, a person swings his arm that is opposite the forward-moving foot in order to _____.

11. Which portion of the foot should strike the ground first when walking?

_____.

12. The most common type of accident among the patients in the hospital is

_____.

13. When a person loses his balance and begins to fall, his center of gravity is:

_____a. too high from his base of support.
_____b. too close to his base of support.
_____c. inside his base of support.
_____d. outside his base of support.

14. Once a patient has started to fall, the best method of helping him is to

_____.

15. You are helping a patient to walk who weighs about 200 pounds. He has begun to fall. If you try to prevent his fall, what possible effect might this action have on you?

_____

_____

16. A brace is used to provide _____for weakened muscles or joints.

17. The most frequent cause of poor fitting braces is putting the braces on

_____or_____.

18. The moving metal parts and hinges of braces should be oiled every_____ weeks.

19. The patient who is wearing a brace may develop pressure areas or soreness over_____or_____.

20. The_____is used to support the hip and thigh.

Answer Key

Module Test

II-F

USE OF SUPPORTS FOR LOCOMOTION AND TRACTION

1. When the arm is straightened using the crutch, it will lift the body slightly.
2. Ankles - hips
3. Straight ahead.
4. a. balance in upright position.
   b. support his neck and head.
   c. use at least one of his arms.
5. B
6. A
7. 30^{o}
8. A
9. B-D-E-F
10. Counteract the twist of the body.
11. The heel.
12. Patient falls.
13. D
14. Ease him to the floor. (This method provides more safety for the patient and the worker by breaking the force of the fall and working with gravity rather than trying to lift against gravity; prevents injury to patient and worker.)
15. You may lose your balance and fall, strain your muscles, or injure yourself.
16. Support or immobilization.
17. Backwards - upside down.
18. Six
19. Bony prominences - around edges or cuffs of brace.
20. Trochanter roll

Module Test
II-G

MOVING AND TRANSPORTING PATIENTS

Part I

1. In order to propel himself in a wheelchair; a patient needs to be able to:

   a.
   b.
   c.

2. List four (4) important steps that must be taught to a patient in order for him to transport himself in a wheelchair.

   a.
   b.
   c.
   d.

3. When assisting the patient from the bed to the wheelchair (a patient who can stand) the back of the wheelchair should be even with: (choose one)

   _____a. The head of the bed.
   _____b. The foot of the bed.

4. List three (3) safety rules to be observed when transferring a patient from a bed to a stretcher.

   a.
   b.
   c.

5. You should have at least _____ additional people to assist you when using a transfer sheet to place a patient on a stretcher.

6. When using the three-man lift to transfer a patient to a stretcher where should the team members arms be placed underneath the patient?

   a.
   b.
   c.

7. When entering an elevator with a patient on a stretcher the (choose one)

   _____a. Head should enter first.
   _____b. Feet should enter first.

Module Test (Continued)

Part II

True or False

_____1. When rolling a stretcher down an incline, you should go in front of the stretcher.

_____2. If you cannot keep a stretcher from moving while placing a patient on it, you should call someone to help you.

_____3. It is not always necessary to strap a patient onto a stretcher.

_____4. Once a patient is in a standing position, ready to sit in a wheelchair, he should be expected to make the last movement into the chair by himself without help from you.

_____5. The safest method for transferring a helpless patient from bed to chair, wheelchair or tub is to use a mechanical lifter.

Answer Key
II-G

MOVING AND TRANSPORTING PATIENTS

Part I

1. a. Sit upright.
   b. Support his neck and head.
   c. Use at least one of his arms.

2. a. To set the handbrakes.
   b. Transfer into and out of the wheelchair.
   c. Raise or lower the footrest with his foot.
   d. Propel the chair.

3. b. The foot of the bed.

4. a. Lock the wheels.
   b. Lifting team move as a unit.
   c. Use good body mechanics.
   d. Raise the siderails.
   e. Fasten safety belt.

5. 2

6. a. Neck and back.
   b. Back and thighs.
   c. Thighs and legs.

7. b. Feet should enter first.

Part II

1. True
2. True
3. False
4. False
5. True

Unit Test

Unit II: CARING FOR THE PERSONAL NEEDS OF PATIENTS

Part I. True or False

Indicate your choice of True or False beside the corresponding number on your answer sheet.

1. In assisting a partially disabled patient to dress, the garment is placed on the affected side first.

2. In assisting a partially disabled patient to undress, the garment is removed from the affected side last.

3. Mouth care is a must for an unconscious patient.

4. A bath is necessary to remove dirt, oil, and cells of the skin which shed from the outer surface.

5. Bacteria needs moisture for growth and reproduction. Keeping the skin dry helps provide a line of defense.

6. Water is a conductor of heat. The bath water should be warmer than the skin temperature to prevent the patient from feeling cold.

7. When shaving a patient, shave in the direction that the hair grows.

8. Care of the mouth is called oral hygiene.

9. The approval of the doctor must be obtained, in writing, on the patient's chart before the shampoo can be administered.

10. Hair cannot be cut without the permission of the patient or a responsible relative.

11. Care of wigs should be left only to professional hairdressers.

12. After giving a patient a shampoo in the utility room, you should be sure the area is left clean and neat before you return the patient to his room.

13. Shampooing is an effective means of removing lice.

14. Personal cleanliness often improves a patient's attitude.

15. One reason to give back rubs is to stimulate circulation.

16. The area between the anus and vulva in the female and between the anus and scrotum in the male is called the perineum.

17. The area between the thighs at the lower end of the truck of the body, including the rectum and genitals is called the perineal area.

18. Skin care to prevent decubitus ulcers may include massage of bony prominences.

Unit II Test (Continued)

19. The length of time recommended for a patient to dangle is about one hour.

20. Early ambulation of a post-operative patient may require the assistance of several members of the nursing team.

Part II. Multiple Choice

Select the one best answer for each of the following questions. Record the letter on your answer sheet.

1. Adequate explanations and clear instructions for the patient are important when describing a move from the bed to a wheelchair. If the patient cannot stand alone, which of the following explanations would you consider to be most important?

   a. Repeated claims that the patient will not fall.
   b. Explanations of how the wheelchair brakes function.
   c. Assurance that adequate help and support will be provided.
   d. Instruction about activities once the patient is in the chair.

2. Good skin care is vital when casts or skin traction are applied. Which of the following statements is inaccurate in describing such skin care?

   a. Skin is observed frequently for color and temperature.
   b. Rough surfaced may be covered to prevent skin damage.
   c. Skin may be massaged and lotions applied.
   d. Areas surrounding cast or traction applications cannot be bathed.

3. The goals of applying limb restraints to provide patient safety would include

   a. total immobility.
   b. punishment for inappropriate behavior.
   c. restricted movement of certain limbs.
   d. lowered self-esteem of the patient.

4. When the nurse lifts, holds and carries the newborn infant, she/he must be careful to

   a. restrict limb movement.
   b. prevent his/her ankles from rubbing together.
   c. support the head.
   d. always keep the infant upright.

5. Suggested water temperature for an infant's bath would be in the range of

   a. 75°-80°F or 23.9°-26.6°C
   b. 105°-110°F or 40.6°-43.3°C
   c. 115°-125°F
   d. 42°-47°C

Unit II Test (Continued)

Part II. Multiple Choice (Continued)

6. Suctioning an infant's respiratory passages is <u>often</u> accomplished by

   a. using a suction machine and a disposable suction catheter.
   b. positioning for adequate drainage.
   c. suctioning only the mouth.
   d. using a bulb-type syringe and avoiding damage to delicate membranes.

7. The <u>average</u> newborn male would weigh approximately

   a. 3.4 kg.
   b. 9 lbs.
   c. just over 5 1/2 lbs.
   d. 4 kg.

8. The average length of the newborn male would be

   a. 18 inches
   b. 20 inches
   c. 33 to 37 cm.
   d. 22 to 23 inches

Answer Key

Unit II: CARING FOR THE PERSONAL NEEDS OF PATIENTS

Part I. True or False

1. True
2. True
3. True
4. True
5. True
6. True
7. False
8. True
9. True
10. True
11. True
12. True
13. False
14. True
15. True
16. True
17. True
18. True
19. False
20. True

Part II. Multipe Choice

1. C
2. D
3. C
4. C
5. B
6. D
7. A
8. B

Unit Test

Unit III: ASSISTING WITH NUTRITION AND ELIMINATION NEEDS OF PATIENTS

Part I. True or False

Indicate your choice of True or False beside the corresponding number on your answer sheet.

1. If the sign on a patient's door reads N.P.O. it is necessary to give him extra fluids.
2. Ice cream is measured as a fluid intake.
3. When feeding an infant formula, it is not necessary to hold him.
4. Formulas for infant feeding are usually warmed before feeding.
5. It is occasionally proper to "prop" a bottle for infant feeding.
6. A child's first utensil for feeding himself is a spoon.
7. It is a nursing responsibility to see that each child receives the proper tray.
8. Patients may be on a limited fluid intake.
9. The esthetic atmosphere has little effect on the patient's response to his meal.
10. Patients on "special diets" may not participate in their own menu planning.

Part II. Determination of intake and output.

You will determine and record fluid intake and output from patient information provided to you. You must achieve 100% accuracy when rated according to a previously constructed charted form of this same information. No reference may be used.

1. Mrs. Jones was ordered to have a record of Intake and Output kept every eight hours. You report to duty at 3 p.m. and find the totals were not charted for the 7-3 shift. When you enter the patient's room, you find the I and O sheets at the bedside, and upon questioning Mrs. Jones she states she has kept an accurate account for the previous eight hours. The I and O slip contains the measurements of the institutional containers as:

water glass	6 ozs.	soup bowl	5 ozs.
tea cup	4 ozs.	jello	3 ozs.
juice glass	3 ozs.	custard cup	3 ozs.
milk carton	8 ozs.		

Unit III Test (continued)

2. Mrs. Jones recorded:

Breakfast	Lunch
1 glass juice	1 bowl of soup
2 cups coffee	1-12 oz. can soda
1/2 carton of milk	1 dish jello
1 glass water	2 glasses water

At 2 p.m. her husband brought her a milk shake from the snack bar and she drank two water glasses full of shake.

3. Output recorded by patient:

7:30 AM voided	14 oz.
9:30 AM voided	4 oz.
11:00 AM voided	7 oz.
1:00 PM voided	10 oz.
2:00 PM voided	5 oz.

4. Chart your findings in ccs.

Part III. Completion.

Clearly answer the following completion questions on your answer sheet. All spelling must be 100% accurate.

1. List the six parts of the large intestine.
2. Identify two signs of fecal impaction.
3. Peristalsis.
4. State the average daily fluid intake for an adult.
5. Identify three aspects of personal care that should be considered before the patient is presented his/her meal.

Answer Key

Unit III

ASSISTING WITH NUTRITION AND ELIMINATION NEEDS OF PATIENTS

Part I. True or False

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. False

Part II. Determination of intake and output.

Intake Breakfast		Intake Lunch	
3 oz.	90 ccs	5 oz.	150 ccs
8 oz.	240 ccs	12 oz.	360 ccs
4 oz.	120 ccs	3 oz.	90 ccs
6 oz.	180 ccs	12 oz.	360 ccs
21 oz.	630 ccs	32 oz.	960 ccs

Milk Shake snack 12 oz. - 360 ccs

Total Intake 8 hour - 1950 ccs

Output

14 oz.	420 ccs
4 oz.	120 ccs
7 oz.	210 ccs
10 oz.	300 ccs
5 oz.	150 ccs
40 oz.	1200 ccs

Part III. Completion.

1. a. ascending colon
   b. transverse colon
   c. descending colon
   d. sigmoid colon
   e. rectum
   f. anus

Answer Key - Unit III (Continued)

ASSISTING WITH NUTRITION AND ELIMINATION NEEDS OF PATIENTS

2. a. No bowel movements for three days or more
   b. Passage of <u>small</u> amounts of liquid or semi-soft fecal matter.

3. Peristalsis is the contraction of successive portions of the intestines, followed by relaxation which propels food content, fluids, and flatus.

4. 2000 - 3000 cc.'s of fluid daily

5. a. position - comfort, alignment, and convenience for eating
   b. elimination needs
   c. personal cleanliness - especially washing hands.

Unit Test

Unit IV: ASSISTING WITH TREATMENTS AND PROCEDURES

Part I. Completion

Clearly record on your answer sheet the missing word(s) for these statements. Spelling must be 100% accurate.

1. The amount of solution to be used in administering enemas to adults is usually_____ to _____for a TWE or SSE.

2. The temperature of enema solutions should be about_____degrees F.

3. If at all possible, the patient should be on his_____side for administration of an enema.

4. The height of the enema solution container should be_____inches above the anus.

5. Every time the heart_____, it sends blood through the_____. The_____is the resultant throb of the heartbeat in the artery.

6. A rapid pulse rate is called_____.

7. A slow pulse rate is called_____.

8. The average pulse rate for infants is_____beats/minute. For adults, _____.

9. The average respiratory rate for infants is_____respirations per minute while in the adult the average rate is_____.

10. For an accurate accounting of the respirations, the patient should be at_____and_____of the counting process.

11. The word meaning evacuation of the bowel is_____.

12. The suggested time for checking the temperature of a continuous warm compress is every_____.

13. When applying any heat application, it is necessary to check the patient's_____regularly for redness or any discoloration.

14. Hardened waste material in the lower portion of the large intestine is medically called_____.

15. The outer opening of the rectum between the buttocks and below the lower tip of the sacrum is the_____.

16. The_____canal is the membraneous tube connecting the uterus with the external genitalia of the female.

Part II. True or False

1. The weight of babies is recorded only in pounds.

2. The loss or gain of weight may be an indication of a patient's progress.

Unit Test IV (Continued)

3. All patients should be weighed every day.
4. Bedsores can be caused by wrinkles or moisture in a binder.
5. Any size binder can be used.
6. Binders exert pressure on part of the body.
7. Reddened areas can be caused by binders.
8. Binders are not used for holding dressings and bandages in place.
9. Using correct aseptic technique is secondary in dealing with catheters and tubing.
10. Accuracy when measuring drainage is important.
11. A naso-gastric tube goes from the patient's mouth through the small intestine.
12. The rubber stoppers on a suction bottle may be loosely replaced.
13. Gomco and Wangensteen Suction are two types of electric suction equipment.
14. The vaginal canal connects with the urinary bladder.
15. A douche may be given without a doctor's order.
16. A side-lying position is best for the patient during an enema.
17. Doctor's orders are required for giving cleansing enemas.

Part III. Standard Evaluation - Recording Vital Signs

Given a practice graphic sheet, two sets of vital signs, and a ball point pen, you will record the two sets of vital signs. Your performance will be rated according to a previously graphed recording of these vital signs. You must achieve 100% accuracy and you may not use references.

Chart:

Time	Temperature	Pulse	Respirations	BP
10 a.m.	99.4	86	24	124/86
4 p.m.	100.2	90	20	212/100

Your instructor will evaluate this performance standard based upon the performance checklists for the measurement and recording of vital signs.

Unit Test IV (Continued)

Part IV. Multiple Choice - Select the one best answer and record the letter on your answer sheet.

1. When turning a patient on a Circo-Electric Bed, it is best to

   a. limit confusion and do it alone.
   b. have at least three people to help.
   c. have one other staff person there.
   d. plan to secure assistance once the frame has been positioned.

2. The Stryker Frame enables a patient to be

   a. turned from side to side.
   b. turned from front to back.
   c. gradually supported to a standing position.
   d. fed in an upright position.

3. When changing sterile dressings you would

   a. cleanse the wound by swabbing from the outer area toward the wound.
   b. use the same forceps to remove and reapply the dressing.
   c. refrain from breathing on the sterile field.
   d. pull adhesive tape up and away from the wound.

4. The primary concern in changing a dressing is
   a. comfort of the patient
   b. observation of the area
   c. prevention of contamination of the wound
   d. work organization

5. The best way to apply ointment to a wound is:

   a. with a sterile 4 x 4
   b. with a tongue blade
   c. by the nurses hand using sterile glove
   d. with a cotton applicator

6. When a Croupette is being used to provide oxygen and a highly humidified atmosphere:

   a. the usual temperature range should be 50-65° F
   b. the child should be frequently checked to see that he remains dry
   c. the child must be restrained in a supine position within the tent
   d. he should remain in the tent for only 3 hour intervals

7. A doctor ordered "change of dressings on all extremeties daily." This involves the method of burn treatment known as:

   a. exposure method
   b. closed method
   c. Haldenes method
   d. none of these are accurate

Unit Test IV (Continued)

8. The primary aim of postural drainage is to provide for:

   a. an increase in the blood supply to the lungs
   b. strenghtening the muscles of respiration
   c. removal of fluid from the pleural cavity
   d. removal of mucus that has collected in the lower bronchial tree

Answer Key

Unit IV: ASSISTING WITH TREATMENT AND PROCEDURES

Part I. Completion

1. 500-1000 cc
2. 105
3. Left
4. 12-18 inches
5. Beats, arteris, pulse
6. Tachycardia
7. Bradycardia
8. 115-130 beats per minute, 70-80
9. 30 to 50 respirations per minute, 16-20
10. Rest, unaware
11. Defecation
12. Every 15 minutes
13. Skin
14. Fecal impaction
15. Anal opening or anus
16. Vaginal

Part II. True or False

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. False
9. False
10. True
11. False
12. False
13. True
14. False
15. False
16. True
17. True

Part III. Teacher evaluation (Use performance checklists for measurement and recording of vital signs.)

Part IV. Multiple Choice

1. C
2. B
3. C
4. C
5. A
6. B
7. B
8. D

Unit Test

Unit V: COORDINATING AND COMMUNICATING

Part I. Multiple Choice

Select the one best answer to complete the statements below. Record the letter of your choice on your answer sheet.

1. Preparing for the patient's discharge and return to a state of optimal health should begin:

   a. The day of discharge.
   b. The day of admission.
   c. As soon as the discharge order is written.
   d. Two weeks after admission.

2. Identification of the patient is vital for safety and assurance of proper treatment for the patient. One of the most important checks for proper patient identification is:

   a. The name card on the bed.
   b. Asking the patient's roommate.
   c. Asking the patient to spell his name.
   d. The identification bracelet.

3. A transfer is similar to an admission and a discharge. It includes all of the steps below except:

   a. Introduction to the new unit.
   b. Removal of identification bracelet.
   c. A summary note of unit discharge.
   d. A summary note of unit admission.

4. Communication of events of the admission procedure are vital to planning nursing care. All of the following should be recorded on the patient's chart except:

   a. Patient's attitude toward hospitalization.
   b. Nurse's attitude toward hospitalization.
   c. Pertinent diet information.
   d. Time of day.

5. When answering the phone in a patient's room or in the nurse's station, all of the following information should be given except:

   a. Name of person answering.
   b. Title of person answering.
   c. Location.
   d. Time of day.

Unit V Test (Continued)

6. Procedures for securing a patient's valuables will vary at hospitals and agencies. Generally, however, all of the statements below will be true except one. Which statement is not accurate?

   a. The valuables must be described on the patient's chart.
   b. The valuables must be worth more than $100.
   c. The valuables must be stored in a safe place.
   d. The patient must feel secure about the safety of his property.

7. When possible, request that a family member take valuables home. This usually accomplishes:

   a. No liability on the part of the hospital.
   b. Less chance of items left at the bedside being misplaced.
   c. Confusion for the staff over where items are kept.
   d. Unnecessary involvement of the family in a hospital function.

8. Regarding the completion of release and consent forms, which of the following statements is not accurate?

   a. Forms must be completed without error.
   b. Signatures need not be witnessed.
   c. Signatures must be dated.
   d. Forms need not be signed the day of surgery.

9. Signing a release or consent for treatment form may be anxiety-producing for many patients. The nurse can assist the patient by:

   a. Identifying the areas of concern.
   b. Attempting to provide some clear, accurate explanations.
   c. Allowing the patient to question terms or examinations that seem unfamiliar.
   d. All of these.

Part II - Definitions

Complete the following definitions. All spelling must be 100% accurate.

1. Patient's chart (or record)
2. Nursing Care Plan
3. Intercom
4. Referral
5. Urinalysis

Answer Key

Unit V: COORDINATING AND COMMUNICATING

Part I - Multiple Choice

1. B
2. D
3. B
4. B
5. D
6. B
7. B
8. B
9. D

Part II - Definitions

1. The sum total of forms that contain information about the patient.

2. A guide for nursing care.

3. A two way communication system with microphone and speakers to facilitate communication with patients in their rooms.

4. The process of sending or guiding a person to another place for help or assistance.

5. The laboratory examination of a urine specimen.

Unit Test

Unit VI: CONDUCTING STERILIZATION AND ISOLATION PRACTICES

Part I. Completion

Complete the statements below with the correct word(s). Spelling must be 100% accurate.

1. The single most important means of preventing the spread of infection is_____.

2. Microorganisms are transmitted by four general routes. These routes are:

   a.
   b.
   c.
   d.

3. Reservoirs of infection include man, animal, plant, soil and objects used in daily living. Which of these is the most common harborer of infection or disease?

   _____

4. _____is the continuous process of disinfection throughout the hospitalization period.

5. _____is the destruction of infectious material when the disease is over.

6. The_____is called the first line of body defense for the body.

7. The ability to resist contracting disease is called_____.

8. _____is the resistance of contracting disease with which one is born.

9. _____is the process of increasing the resistance of an individual to a particular infection by artificial means.

Part II. Discussion

1. Briefly discuss how a patient might react emotionally to being placed in an isolation unit.

Your instructor will evaluate your discussion.

Unit VI Test (Continued)

Part III. Definitions

Clearly state the definitions for the terms listed below. Spelling must be 100% accurate.

1. Double-Bag Technique

2. Contagious Disease

3. Isolation Technique

4. Infectious

5. Terminal Disinfection

Answer Key

Unit VI: CONDUCTING STERILIZATION AND ISOLATION PRACTICES

Part I. Completion

1. Good hand washing technique or hand washing before and after contact with each patient.

2. a. contact
   b. vehicle
   c. airborne
   d. vectorborne

3. Man

4. Concurrent disinfection

5. Terminal disinfection

6. Skin

7. Immunity

8. Natural immunity

9. Immunization

Part II. Discussion

1. The patient may feel contaminated and not acceptable to other members of society.

   General discussion may include:
   Change of image of body and self
   Depression
   Shame
   Without command of himself - loss of control over his environment
   Negative behavior expressing such emotions

Part III. Definitions

1. The placing of contaminated items in a bag which is in turn placed in another bag, the outside of which is kept clean for handling.

2. A disease that is <u>easily</u> spread from one person to another.

3. Practices to limit the spread of microorganisms, especially those causing highly infectious diseases.

4. A disease caused by a pathogen; it <u>may</u> be contagious.

5. Cleansing to remove pathogenic organisms from the environment once a patient is removed from the isolation unit.

Unit Test

Unit VII: CARING FOR THE TERMINAL PATIENT

Part I. Definitions

Define the following terms. State clearly on your answer sheet. Spelling must be 100% accurate.

1. autopsy
2. coroner
3. morgue
4. next-of-kin
5. post-mortem
6. rigor mortis
7. shroud

Part II. Short Essay

Identify and briefly discuss six ways in which nursing personnel can demonstrate respect for an expired patient and, thus, provide comfort and support for family or close friends that might be present. In other words, how can nursing personnel continue to identify the expired patient as a very significant individual and portray that recognition?

Your instructor will discuss your answers with you in an individual or small group conference.

Answer Key

Unit VII: CARING FOR THE TERMINAL PATIENT

Part I. Definitions

1. autopsy - post-mortem examination of the organs of a dead body to determine cause of death or pathological conditions.

2. coroner - pathologist employed by the city, county, or state (may or may not be a physician) who examines a dead body to determine the cause of death in unusual circumstances, e.g., drowning, shooting, suicide, murder, auto accident.

3. morgue - a place where dead bodies are kept before release to the mortuary.

4. next-of-kin - a person related to the deceased with legal authority to sign documents.

5. post-mortem - after death

6. rigor mortis - temporary rigidity of muscles occurring after death.

7. shroud - a large sheet, usually muslin or plastic, used to wrap dead bodies.

Unit Test

Unit VIII: ADMINISTERING EMERGENCY TREATMENT

Part I - Completion

Complete the statements below with the correct word(s). Spelling must be 100% accurate.

1. What artery is used to determine a heart beating during Cardiopulmonary Resuscitation?

2. What organs could possibly be injured during external cardiac compression?

3. What part of the sternum is depressed during external cardiac compression?

4. How much pressure is applied to the sternum during external cardiac compression?

5. The downward pressure on the chest is exerted by which of the following:

   a. The heel of the hand.
   b. Fleshy palm of the hand.
   c. Using the tips of the fingers.

6. Following a cardiac arrest, usually there is enough oxygen remaining in the lungs to support life from _____ to _____ minutes.

7. After six minutes following a cardiac arrest, _____ damage will occur.

Part II - Short Discussion

Clearly answer the following questions. Spelling must be 100% accurate.

1. List the three basic rescue skills which may sustain life.

2. List four common airway obstructions.

3. List four common reasons for ineffective rescue breathing.

4. List the three steps in recognition of unconsciousness.

5. How would you detect whether the unresponding victim is a non-breather?

6. In what position should the unconscious victim's head be placed in order to correctly open the airway?

Unit VIII Test (Continued)

7. What position should the rescuer's hands assume when opening the airway of an unconscious victim?

8. What position should the knees be in while performing rescue breathing?

9. When should you stop Cardiopulmonary Resuscitation?

Answer Key

Unit VIII: ADMINISTERING EMERGENCY TREATMENT

Part I - Completion

1. Carotid

2. Lungs, stomach, liver.

3. Lower 1/3 of sternum.

4. Enough pressure to depress the sternum 1-1/2 to 2 inches.

5. The heel of the hand.

6. 3 - 6 minutes.

7. Brain or central nervous system.

Part II - Short Discussion

1. Artificial ventilation
   Cardiac compression
   Control of hemorrhage and/or shock

2. Food - vomitus
   Dentures
   Tongue
   Blood

3. Force of exhaled breathing.
   Poor head tilt
   No airtight tilt
   Airway obstruction

4. Response to verbal stimuli
   Pupillary response
   Response to painful stimuli

5. The rescuer would place his/her face to the victim's nose and mouth. The rescuer's eyes should be directed toward the victim's chest. This allows the rescuer to listen and feel for breath sounds. Also, this allows the rescuer's eyes to watch for movement of the chest and abdomen if the victim is breathing.

6. Victim should be lying on his back with hyperextension of the neck and head.

7. Without crossing the arms, one hand under and lifting the neck, the other hand pressing backwards on the victim's forehead, with fingers and thumb close together, pointing across the forehead.

Answer Key (Continued)

8. Kneel 10 to 14 inches away from the victim; with one knee beside the victim's shoulder and the other knee in line with the top of the victim's head.

9. 1. Victim recovers.
   2. Competent individual assumes the responsibility.
   3. You are totally exhausted and unable to continue.

Unit IX: ESTABLISHING STERILE AREAS

Part I. True or False

The following statements refer to handling sterile supplies. Circle T if the statement is true; F if the statement is false.

T F 1. To open a sterile jar, remove the lid and place the lid bottomside down on a flat surface.

T F 2. When using sterile sponge forceps to lift sterile gauze from a can, the entire forceps must remain sterile during the procedure.

T F 3. When handling sterile supplies, never touch sterile articles with unsterile articles.

T F 4. If one is in doubt as to whether an article is sterile or not, it is safe to use the article providing it looks clean.

T F 5. A sterile field may be created by covering an area with a sterile towel.

T F 6. When unwrapping a sterile tray, do not touch the inside of the wrap.

T F 7. The nurse should always wash her hands before and after changing dressings.

T F 8. To pour sterile solution, rest the lip of the bottle against the top edge of the sterile container.

Part II. Multiple Choice

Select the <u>one</u> best answer. Record the letter of your choice: circle a, b, c or d.

1. An object must be considered as contaminated if it is

   a. handled with sterile pickup forceps.
   b. handled with sterile gloves
   c. left uncovered for a period of time.
   d. sterilized by any means other than submersion in a disinfectant.

2. To properly place the cover of a container of sterile articles onto a table so that it is not contaminated, one must place the cover so that it is lying

   a. sterile side up.
   b. sterile side down.
   c. on a clean paper towel.
   d. on its side.

Unit IX Test (Continued)

3. To prevent contamination of the tips of pickup forceps, they must always be held

   a. with the tips up.
   b. with the tips down.
   c. in a gloved hand.
   d. in a horizontal position.

4. Pickup forceps should be used to

   a. remove contaminated dressings from a wound.
   b. remove wrappers from sterile objects.
   c. lift and handle sterile objects only.
   d. lift and handle either sterile objects or unsterile objects.

5. When using pickup forceps to remove sterile articles from a container, it is most important to

   a. avoid touching the inside of the container with the forceps.
   b. avoid touching the inside or outside of the container with the forceps.
   c. hold the forceps so that the tips are higher than the object being lifted.
   d. dry the tips of the forceps with a paper towel before picking up the articles with them.

6. While working around a sterile field it is best to stand

   a. to the side of the sterile field.
   b. at least 3 feet from the sterile field.
   c. directly over the sterile field to avoid dropping equipment on the floor.
   d. with your back to the sterile field.

7. If you were preparing to perform a sterile procedure such as catheterization, you would

   a. don the rubber gloves before preparing the tray.
   b. open the tray first and then don the rubber gloves just before doing the procedure.
   c. don rubber gloves before entering the patient's room.
   d. use rubber gloves only if the patient has a contagious disease.

Answer Key

Unit IX: ESTABLISHING STERILE AREAS

Part I - True - False

1. False
2. False
3. True
4. False
5. True
6. True
7. True
8. False

Part II - Multiple Choice

1. C
2. A
3. B
4. C
5. B
6. C
7. B

Unit Test

Unit X: PREPARING PATIENTS FOR EXAMINATION OR SURGERY

Part I. Multiple Choice

Select the one best answer. Record the letter of your choice on your answer sheet.

1. When a physician examines a part of the body by palpation, it is the nurse's main responsibility to:

   a. Provide adequate lighting
   b. Have the necessary instruments on hand
   c. Help the patient relax and cooperate with the physician
   d. Distract the patient's attention from the procedure

2. The position most often used for a pelvic examination is the

   a. Trendelenburg
   b. Prone
   c. Knee-chest
   d. Lithotomy

3. When assisting the physician with a vaginal examination, the nurse would need to assemble at least three articles. They include:

   a. Sigmoidoscope, lubricant, and speculum
   b. Tongue blade, otoscope, and rubber gloves
   c. Stethoscope, tongue blade, and lubricant
   d. Speculum, lubricant, and rubber gloves

4. While assisting a patient onto the examination table and draping the patient for examination, the nurse must be especially careful to:

   a. Avoid chilling the patient
   b. Provide adequate lighting
   c. Assemble the instruments she will need
   d. Avoid unnecessary exposure of the patient

5. Which of the following positions would NOT be used for a rectal examination?

   a. Trendelenburg
   b. Sims' position
   c. Lithotomy
   d. Knee-chest

6. Preoperative skin preparation is done to:

   a. Make the skin sterile
   b. Make the skin as free from bacteria as possible
   c. Make the patient more comfortable
   d. Shorten the post-operative period

Unit X Test (Continued)

7. The purpose for administering a pre-operative medication is to:

   a. Reduce post-operative vomiting
   b. Reduce post-operative nausea
   c. Reduce secretions in the respiratory tract
   d. Reduce post-operative distention

8. The evening before surgery, a patient asks why she cannot have a bedtime snack since she always sleeps better if she has something to eat each night. What is the best answer to this question?

   a. Hospital policy forbids giving patients bedtime snacks.
   b. The hospital kitchen is closed but you can have a snack if your family will get it for you.
   c. Food and fluids are withheld to avoid nausea and vomiting immediately after surgery.
   d. Any foods or fluids taken before surgery will cause improper absorption of the anesthetic during surgery.

9. A patient does not wish to have her wedding band removed before surgery. In this case it would be best to:

   a. Remind the patient that you cannot be held responsible for its loss.
   b. Tell her that surgery will be cancelled if she arrives in the operating room with any kind of jewelry on.
   c. Notify the physician of the patient's refusal to cooperate with the hospital policy.
   d. Put a loop of cotton tape through the ring and anchor it to her wrist so the ring will not be lost if it slips off her finger.

10. During general anesthesia there is usually a loss of voluntary control of the sphincter muscles. For this reason the nurse would:

   a. Always insert a urinary catheter into the bladder before the patient is sent to the operating room.
   b. Offer a bedpan or urinal to the patient just before he is sent to the operating room.
   c. Force fluids several hours before surgery to avoid urinary retention post-operatively.
   d. Awaken the patient several times during the night before surgery and ask him to void so the bladder will be empty during surgery.

11. Immediately after surgery, the patient is taken to the recovery room. When her family asks how long she will remain there before returning to her room, what should the nurse answer?

   a. About an hour.
   b. Until the surgeon can get around to checking her.
   c. Just a little while unless she develops some serious complication.
   d. Until she has reacted from the anesthetic and it is safe to move her to her room.

Answer Key

Unit X: PREPARING PATIENTS FOR EXAMINATION OR SURGERY

Part I - Multiple Choice

1. C
2. D
3. D
4. D
5. A
6. B
7. C
8. C
9. D
10. B
11. D

Unit Test

Unit XI: ADMINISTERING MEDICATION

Part I - Multiple Choice

Select the one best answer. Record the number of your choice on the answer sheet.

1. While preparing a medication for administration, the nurse notes the physician has ordered approximately double the usual dosage of the drug, she should:

    1. administer the drug and notify the physician
    2. validate the dosage with another nurse before administering it
    3. chart the apparent excess of medication on the nurses observation sheet
    4. clarify the order with the physician before proceeding any further

2. After preparing the medication for your patient at 9 a.m., you suddenly become ill. Who may distribute these medications to your patient?

    1. the head nurse
    2. the team leader
    3. a class mate
    4. none of these

3. Proper identification of the patient is necessary before any medication is administered. This is best accomplised by:

    1. check the room and bed number
    2. checking the identification band
    3. calling the patient by name
    4. asking the patient to state his name

4. The nurse may leave medication at the bedside when:

    1. the patient requests it
    2. the patient is away from the unit
    3. the physician orders it
    4. the patient is eating

5. Prior to administering medication, the nurse should know and understand:

    1. desired action of the drug
    2. side effects of drug
    3. patient's health state
    4. patient's disease process
    5. all of these

Unit XI Test (Continued)

6. Subcutaneous injections must be given so that the drug is deposited:

   1. under all layers of the skin
   2. between the layers of the skin
   3. into the muscle tissue
   4. directly into the vein

7. To administer a hypodermic injection properly, the needle should be held at:

   1. a 90-degree angle to the skin
   2. a 60-degree angle to the skin
   3. a 10- to 15-degree angle to the skin
   4. a 45-degree angle to the skin

8. Intradermal injections are most often used to administer:

   1. certain substances for skin tests
   2. preparations that contain oil
   3. large amounts of fluids that cannot be given by vein
   4. drugs that are irritating to muscle tissue

9. When administering an intradermal injection, the needle is held so that it is at a:

   1. 90-degree angle to the skin
   2. 45-degree angle to the skin
   3. 40-degree angle to the skin
   4. 10- to 15-degree angle to the skin

10. Immediately after an intramuscular injection, the area is massaged gently with a cotton pledget to:

    1. prevent bruising
    2. increase the absorption of the medication
    3. relieve pain
    4. prevent bleeding at the site

11. Whenever a needle is inserted for an intramuscular or a subcutaneous injection, the nurse should:

    1. apply a tourniquet before giving the injection
    2. pull back on the plunger to see if blood is aspirated into the syringe before injecting the medication
    3. tell the patient to tense his muscles to make insertion of the needle easier
    4. change the angle of the needle after it is inserted

Unit XI Test (Continued)

12. When giving a needle injection, the following should be sterile:

    1. plunger, outside of barrel and needle
    2. needle hub, plunger and outside of barrel
    3. needle cannula, inside of barrel, barrel tip and plunger
    4. none of these are accurate

13. Some of the advantages of giving medications hypodermically are:

    1. all but d
    2. b, d, e
    3. a, b, d, e
    4. b, c, e
    5. all of these

    a. the patient can be forced to take a medication he may otherwise refuse
    b. to obtain a more rapid action of a drug
    c. to administer a medication that may be destroyed by digestive juices
    d. in some instances, it is more convenient for the nurse
    e. it enables the treatment of a patient who is unable to take oral medication

14. When giving an intramuscular injection:

    1. a, c, e
    2. c, d, e
    3. All but a
    4. c
    5. c,d

    a. hold the syringe at a 30 degree angle to the skin
    b. use a short needle
    c. the best site for the injection is the upper quadrant of the buttocks
    d. hold the syringe perpendicular to the skin
    e. always use a 10 cc. syringe

Part II - Completion

Complete the following questions. Spelling must be 100% accurate.

1. List the "5 Rights" in medication administration:

    1.
    2.
    3.
    4.
    5.

Part III - True or False

Read each statement carefully. Record True or False on the answer sheet.

1. Medication labels that become blurred or hard to read should be replaced by the nurse.

2. Administration of medicines by the oral route is the easiest and most convenient method available.

3. Liquid oral medications may sometimes be diluted with juice or water.

Unit XI Test (Continued)

4. A drug error need not be reported if the nurse can ascertain that it has not harmed the patient.

5. The nurse is never permitted to discuss the medication with the patient.

6. The person administering the drug is legally responsible even though it is what the physician ordered.

7. The nurse must stay with the patient while he takes the medication.

Answer Key

Unit XI: ADMINISTERING MEDICATIONS

Part I - Multiple Choice

1. 4
2. 4
3. 2
4. 3
5. 5
6. 1
7. 4
8. 1
9. 4
10. 2
11. 2
12. 3
13. 4
14. 5

Part II - Completion

1. Right Patient
2. Right Mode (Route)
3. Right Medication
4. Right Time
5. Right Dose

Part III - True - False

1. False
2. True
3. True
4. False
5. False
6. True
7. True

Unit Test

Units XII and XIII: CARING FOR THE RESPIRATORY TRACT AND CARING FOR THE RESPIRATORY TRACT (TRACHEOSTOMY)

Part I - Multiple Choice

Select the one best answer. Record the letter of your choice on your answer sheet.

1. Safety measures which the nurse working with oxygen should follow include all except:

   a. put electric call bell within patient's reach inside the tent so that he will not be apprehensive about being left alone
   b. take all precautions to reduce static electricity because oxygen supports combustion
   c. make sure NO SMOKING signs are prominently displayed
   d. use no oily substance around the gauge, use no lotion or alcohol for backcare

2. All of the following are safeguards to protect membranes during nasopharyngeal suctioning. Which should be done first?

   a. Moisten catheter tip
   b. Suction only 15 seconds
   c. Suction as the catheter is removed
   d. Gently rotate catheter during removal

3. Tracheostomy care may involve suctioning the tracheostomy. Generally, it is best to consider:

   a. if the patient is able to cough up secretions
   b. if an order has been written for suctioning
   c. neither of these statements are accurate
   d. both of these statements are accurate

4. Thorough cleaning of the tracheostomy should result in:

   a. removal of inner cannula
   b. removal of outer cannula
   c. removal of both inner and outer cannula
   d. none of these statements are accurate

5. The flowmeter on piped-in oxygen provides for:

   a. nebulization
   b. regulation of water flow
   c. regulation of oxygen flow
   d. humidification

Units XII and XIII Test (Continued)

Part II - Vocabulary

Define the following terms as they relate to oxygen administration. Spelling must be 100% accurate.

1. Anoxia
2. Cannula
3. Inhalation
4. Humidifier
5. I.P.P.B. (intermittent positive pressure breathing)

Answer Sheet

Units XII and XIII: CARING FOR THE RESPIRATORY TRACT AND CARING FOR THE RESPIRATORY TRACT (TRACHEOSTOMY)

Part I - Multiple Choice

1. A
2. A
3. D
4. A
5. C

Part II - Vocabulary

1. An inadequate supply of oxygen
2. A tube used to administer oxygen directly into both nostrils . . . generally more efficient than mask administration
3. Introduction of air, gases, or vapor into the lungs for therapeutic purposes
4. Apparatus to increase moisture content in oxygen administration
5. A mechanical means of providing gases or drugs under positive pressure for inhalation

Unit Test

Unit XIV: CARING FOR EYES, EARS, NOSE, AND THROAT

Part I - Multiple Choice

The following questions refer to the procedures for irrigation of the eyes, ears, nose, and throat. Select the one best answer and record the letter of your choice on the answer sheet.

1. An irrigation differs from an installation because

   a. an installation is larger by volume
   b. an irrigation does not remain in the cavity or canal
   c. an installation does not remain in the cavity or canal
   d. an irrigation is never sterile

2. Irrigation of the eye is always directed

   a. from the inner canthus to the outer canthus
   b. from the outer canthus to the inner canthus
   c. toward the cornea
   d. toward the tear duct

3. Irrigations may be prescribed for the purpose of

   a. soothing irritated tissues
   b. cleansing irritated tissues
   c. applying medicated solutions
   d. all of these purposes are accurate

4. During a throat irrigation, the solution is directed toward

   a. the uvula
   b. the base of the tongue
   c. the area being treated
   d. none of these statements are accurate

5. The best method to expose the external ear canal in an adult is

   a. pull earlobe downward and backward
   b. pull earlobe upward and backward
   c. tilt head, but do not pull earlobe
   d. tilt head, pull earlobe forward

Answer Key

Unit XIV: CARING FOR EYES, EARS, NOSE, AND THROAT

Part I - Multiple Choice

1. B
2. A
3. D
4. C
5. B

Unit Test

Unit XV: CARING FOR THE URINARY SYSTEM

Part I - Vocabulary

Describe the following terms, as they apply to the maintenance of urinary output and the prevention of urinary tract infection. Spelling must be 100% accurate.

1. catherization
2. dysuria
3. anuria
4. urinary meatus
5. micturition
6. urinary retention
7. residual urine
8. catheter
9. urinary incontinence
10. oliguria

Part II - Diagram and Essay

A. Diagram the male urinary system.
B. Diagram the female urinary system.
C. Compare and contrast the steps in completing a catheterization for a male and female patient.

Your instructor will evaluate your response and outline areas that require additional or more accurate information.

Answer Key

Unit XV: CARING FOR THE URINARY SYSTEM

Part I - Vocabulary

1. The introduction of a catheter, into the urinary bladder, to remove urine and/or to measure and maintain urinary output.
2. Difficulty in voiding or painful voiding.
3. The lack of production of urine.
4. The external opening of the urinary system - entrance to the urethra.
5. The process of emptying the urinary bladder; synonyms: urination and voiding.
6. Urine is being produced but not excreted from the bladder.
7. Urine remaining in the bladder after voiding.
8. A tube for injecting or removing fluids.
9. The inability to control the discharge of urine from the bladder.
10. The production and secretion of scant amounts of urine.

Part II - Diagram and Essay

Your instructor will evaluate your response and outline areas that require additional or more accurate information.

Unit Test

Unit XVI: CARING FOR THE GASTRO-INTESTINAL SYSTEM

Part I - Diagram

Diagram the large intestine, clearly labeling the following structures:

rectum
sigmoid flexure
descending colon
splenic flexure
transverse colon
hepatic flexure
ascending colon
cecum
appendix

Your instructor will evaluate your diagram.

Part II - Vocabulary

Describe the following terms. Spelling must be 100% accurate.

1. Colostomy
2. Defecation
3. Ileostomy
4. Ostomate
5. Ostomy
6. Peristalsis
7. Stoma
8. Gastric suction
9. Lavage
10. Gastric analysis

Answer Key

Unit XVI: CARING FOR THE GASTRO-INTESTINAL SYSTEM

Part I - Diagram

Your instructor will evaluate your diagram.

Part II - Vocabulary

1. A surgical opening into the large intestine.
2. The process of evacuating waste products from the large intestine.
3. A surgical opening into the large intestine.
4. A person with an ostomy.
5. The creation of a surgical opening into the body - may be temporary or permanent.
6. Contractions of the gastrointestinal tract muscles which propel contents.
7. A surgical opening into the body.
8. Continuous removal of contents of the stomach by use of suction.
9. Washing out of a cavity, such as the stomach.
10. Laboratory examination of gastric content, usually performed on specimens collected at prescribed times and/or following test meals.

Unit Test

Unit XVII: CARING FOR THE REPRODUCTIVE SYSTEM

TASK: INSERT VAGINAL MEDICATION

Part I - Vocabulary

Describe the following terms associated with the task. Spelling must be 100% accurate.

1. Applicator
2. Suppository
3. Pericare
4. Labia
5. Medical asepsis

Answer Key

Unit XVII: CARING FOR THE REPRODUCTIVE SYSTEM

TASK: INSERT VAGINAL MEDICATION

Part I - Vocabulary

1. Long narrow tube with plunger used to insert medicated cream into the vagina.

2. Solid or semi-solid form that melts at body temperature.

3. Cleansing of the perineal area - often prescribed following vaginal applications.

4. Two folds of cellular adipose tissue lying on either side of the vagina.

5. Clean technique, often requiring precautions to avoid any spread of infections via vaginal secretions . . . the vagina is considered sterile.

Unit Test

Unit XVIII: PERFORMING SUPERVISED MANAGEMENT PROCEDURES

Part I - Multiple Choice

Select the one best answer. Record the letter of your choice on your answer sheet.

1. Which of the following would not be recorded on a patient history record following a patient interview?

   a. patient's allergies
   b. recent x-ray reports
   c. subjective symptoms
   d. emergency phone numbers of next of kin

2. Which of the following items would be included in the recording of nursing observations?

   a. medications administered
   b. objective symptoms
   c. subjective symptoms
   d. all of these are accurate

3. Which of the following chart abbreviations refers to a region of the body?

   a. OOB
   b. HOB
   c. C
   d. RUQ

4. Which of the following is generally not a part of a nursing care plan?

   a. long range goals
   b. patient needs as described by a patient
   c. a list of physician's orders
   d. nursing goals

5. Which of the following statements is accurate regarding the transcription of doctor's orders?

   a. telephone orders are considered less safe than written orders
   b. "Stat" orders must be transcribed at once
   c. neither statement is accurate
   d. both statements are accurate

Answer Key

Unit XVIII: PERFORMING SUPERVISED MANAGEMENT PROCEDURES

Part I - Multiple Choice

1. B
2. D
3. D
4. C
5. D

REFERENCES USED IN LICENSED PRACTICAL NURSE CURRICULUM

In the following lists of references used in this curriculum, the texts which are most essential to the curriculum are indicated by asterisks. Those marked by a double asterisk (**) indicate the second, or most current edition. Either edition may be used.

It is recognized that many of the recommended books or audio-visuals are not currently available in local school resource centers. Many of the following materials may be on loan from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(304-372-8673)

REFERENCES USED IN LICENSED PRACTICAL NURSE CURRICULUM

*Asterisk indicates essential texts.
**Asterisks indicate that a second edition of an essential book marked with a single asterisk.

1. Anderson, Barbara. Obstetrics for the Nurse. Albany, NY: Delmar, 1972.

2. Anderson, Maja. Basic Patient Care. Philadelphia, PA: W. B. Saunders, 1965.

3. Archer, Fred C., Raymond F. Brecker, John C. Frakes, John C. Stewart, and Jeffrey Rig. General Office Practice, 3rd ed. New York: McGraw-Hill, 1968.

4. Asperheim, Mary K. Pharmacology for Practical Nurses, 4th ed. Philadelphia, PA: W. B. Saunders, 1975.

5. Bolles, Richard. What Color Is Your Parachute? Penn Speed Press.

6. Brunner, Lillian and Doris Suddarth. Lippincott Manual of Nursing Procedures. Philadelphia, PA: J. B. Lippincott, 1974.

7. Culver, Vivian. Modern Bedside Nursing, 8th ed. Philadelphia, PA: W. B. Saunders, 1969.

8. DeBrum, S. Joseph, Peter G. Haines, Dean R. Malsbary, Anne Scott Daughtrey. General Business for Economic Understanding, 11th ed. South-Western Publishing Company, 1976.

*9. Dison, Norma. Clinical Nursing Techniques, 3rd ed. St. Louis, MO: C.V. Mosby, 1975.

10. Donovan, Belsjoe, and Dillon. The Nursing Assistant. New York: McGraw-Hill, 1968.

11. Hamilton, Persis. Basic Maternity Nursing, 3rd ed. St. Louis, MO: C. V. Mosby, 1975.

*12. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, MD: Robert J. Brady Company, 1974.

**13. _____. Being a Nursing Aide. 2nd ed. Bowie, MD: Robert J. Brady Company, 1978.

14. Ingalls, A. Joy and M. Constance Solerno. Maternal and Child Health Nursing, 3rd ed. St. Louis, MO: C. V. Mosby, 1975.

*15. Johnston, Dorothy, and Gail Hood. Total Patient Care, 4th ed. St. Louis, MO: C. V. Mosby, 1976.

16. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, IL: McKnight Publishing Company, 1975.

17. Leifer, Gloria. Principles and Techniques in Pediatric Nursing. Philadelphia, PA: W. B. Saunders, 1972.

*18. Lewis, Lu Verne Wolff. Fundamental Skills in Patient Care. Philadelphia, PA: J. B. Lippincott, 1976.

19. Marlow, Dorothy. Textbook of Pediatric Nursing, 5th ed. Philadelphia, PA: W. B. Saunders, 1977.

20. Mason, M. A. Basic Medical-Surgical Nursing, 3rd ed. New York: MacMillan, 1974.

21. Mayes, Mary E. Nurses Aide Study Manual. Philadelphia, PA: W. B. Saunders, 1976.

22. Reeder, Sharon R., et al. Maternity Nursing. Philadelphia, PA: J. B. Lippincott, 1976.

23. Smith, Elizabeth and Barbara Huber. Concepts in Leadership for the Licensed Practical Nurse. St. Louis, MO: C. V. Mosby, 1973.

24. Thompson, Eleanor. Pediatrics for Practical Nurses, 3rd ed. Philadehphia, PA: W. B. Saunders, 1970.

25. U.S. Department of Labor, Employment and Training Division. Dictionary of Occupational Titles, 4th ed. Washington, D.C.: U.S. Department of Labor, 1977.

26. U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1978-79 Edition. Bulletin 1955. Washington, D.C.: U.S. Department of Labor, 1978.

27. Von Gremp, Zella and Lucile Broadwell. Practical Nursing Study Guide and Review, 3rd ed. Philadelphia, PA: J. B. Lippincott, 1965.

*28. Wood, Lucile A., ed. Nursing Skills for Allied Health Services, Vol. 1. Philadelphia, PA: W. B. Saunders, n.d.

*29. _____. Nursing Skills for Allied Health Services, Vol. 2.

**30. _____. Nursing Skills for Allied Health Services, Vol. 3.

**31. _____, Nursing Skills for Allied Health Services, Vol. 1, 2nd ed. Philadelphia, PA: W. B. Saunders, 1977.

**32. _____, Nursing Skills for Allied Health Services, Vol. 2, 2nd ed.

33. Yura, Helen, et al. Nursing Leadership. New York: Appleton-Century-Crofts, 1976.

References Used in Licensed Practical Nurse Curriculum (Continued)

Film Loops:

"Prevention of Footdrop," Parts I and II

J. O. Lippincott, East Washington Square, Philadelphia, PA 19105
"Asepsis - Medical and Surgical"
"GI Drainage by Suction"
"Gown, Gloves, Mask - Single Use"
"Handwashing"
"Oral Medication"
"Parenteral Medications"
"Prevention of External Rotation - Trochanter Roll"

Filmstrips:

American Journal of Nursing, Ten Columbus Circle, New York, NY 10019
"Eye Disorders"

Bell & Howell, 7100 McCormick Road, Chicago, IL 60645
"Human Digestive System, The"
"Human Respiratory System, The"
"Sense Organs, The"

C & P Telephone, Film Library, Rm. 321, 1500 MacCorkle Avenue, S.E., Charleston, WV
"A New Way to Lift"
"To Fall or Not to Fall"

Career Aids, 8950 Lurline Avenue, Dept. T-234, Chatsworth, CA 91311
"Endo Tracheal Intubation and Tracheostomy Care"
"Ethics for the Nursing Assistant"
"Isolated Patient, The"
"Nursing Staff Oral Communication"
"Nursing Team and the Law"
"Planning Nursing Care"
"Postural Drainage"
"Respiratory Emergencies"
"Understanding the Difficult Patient"

Concept Media, 1500 Adams Avenue, Costa Mesa, CA 92626
"Colostomy - Series III"
"Non-Verbal-Verbal Communications"
"Nurse-Patient Interaction Series"

Johnson & Johnson, Educational Media Division, New Brunswick, NJ 08903
"Bathing a Newborn"

Pro-Tech Media
"Bathing the Patient: Shower and Tub Bath"
"Making an Occupied Bed"

Filmstrips (continued)

Similac, Division of Abbott Laboratories, Columbus, OH 43216
"Bathing Baby"

Train-Aide
"Care of the Dying Patient"
"Care of the Orthopedic Patient"
"Developing Skills in Communications"
"Oral Medications"
"Parenteral Medications"
"Patient Transfers and Ambulation"
"Preparing for Your Operation"
"Prevention and Treatment of Decubitus Ulcers"

Trainex, P. O. Box 116, Garden Grove, CA 92642
"Admissions and Discharge" (#374)
"Application of Bandages and Binders" (#436)
"Baby Care with a Touch of Love"
"Bathing the Baby"
"Bathing the Patient"
"Bed Bath, The"
"Blood Pressure" (PC 367)
"Body Mechanics"
"Bottle Feeding" (#252)
"Bowel Elimination"
"Cardiopulmonary Resuscitation - Initial Phase" (#186)
"Care of the Patient in Cervical Traction - Part II (Stryker Frame)" (SN 151)
"Care of the Patient in Traction" (#441)
"Care of the Patient Who is Dying" (#403)
"Characteristics of the Newborn"
"Cleansing Enema" (PC 368)
"Closed Urinary Drainage Systems"
"Collecting Urine Specimens" (#339)
"Colostomy Care" (HI 268, I-268)
"Colostomy Irrigation" (#433)
"Complications of Labor"
"CPR - Initial Phase"
"Death and Dying" (#350)
"Delivery" (#409)
"Emergency Childbirth" (#351)
"Emergency Removal of Patients" (#166)
"Feeding the Patient" (#373)
"Gastric & Gastro Intestinal Decompression"
"Health Care of the Normal Infant" (#256)
"Heart Anatomy I and II, The"
"Important Procedures in Asepsis"
"Intake and Output" (#173)
"Intramuscular and Subcutaneous Injections" (#434)
"Isolating Communicable Enteric and Respiratory Disease" (#427)
"Isolation Technique"

Trainex (continued)

"Lifting and Moving Patients"
"Local Applications of Heat and Cold"
"Management of the Burned Patient"
"Medical Asepsis" (#376)
"Medical Asepsis" (Special Needs Series #SN2)
"Methods of Cardiopulmonary Resuscitation" (#329)
"Nasogastric Intubation and Gavage Feeding"
"Normal Breath Sounds" (#425)
"Observation and Charting"
"Occupied Bed Making"
"Oxygen Administration" (PC 142)
"Patient as a Person Series, The"
"Peri-Care" (#342)
"Pharyngeal Suctioning"
"Physiology of Respiration"
"Positions to Prevent Complications"
"Positioning to Prevent Contractures"
"Postural Drainage, Clopping and Vertebration" (#191)
"Pre-operative and Post-operative Care" (PC 402)
"Pre-operative Skin Preparation" (#179)
"Principles of Isolation Techniques" (#404)
"Protective Isolation"
"Range of Motion Exercises to Prevent Contractures"
"Respiratory Distress Syndrome in the Newborn"
"Shock and Hemorrhage"
"Showers and Tub Baths"
"Spiritual Needs of the Patient" (#155)
"Sterile Techniques and Dressing Change"
"Teaching Crutch Walking" (PC 175)
"Temperature, Pulse and Respiration" (#371)
"Testing Urine for Glucose and Ketones"
"Transfer Activities and Ambulation" (#400)
"Urinary Catheterization"
"Urinary Catheter and Care"
"Use of Patient Lifters" (#123)
"Use of Protective Restraints, The"

West Virginia State Department of Health, Film Library, 4864 Brenda Lane, Charleston, WV 25312

"Facts About Backs"
"I Am Joe's Back" (A Reader's Digest film)
"Muscular Systems, The"
"Skeletal System, The"

APPENDIX A

RESPONSES TO VALIDATION SURVEY

APPENDIX A-1

LICENSED PRACTICAL NURSE

Revalidation Survey of Incumbent Workers

1978

Background Data	West Virginia (N = 93)	Pennsylvania (N = 83)
	%	%
1. Sex		
Male	4	2
Female	96	98
2. Time Spend on Present Job		
1 - 5 years	65	61
6 - 10 years	21	25
11 - 20 years	12	10
21 - 39 years	1	14
3. Years spent in Career Field		
10 years or less	39	48
11 to 15 years	13	16
16 to 20 years	11	9
21 to 25 years	15	11
26 to 30 years	7	10
31 to 35 years	7	1
36 to 38 years	5	1
4. Present Position by Job Title		
1. Licensed Practical Nurse	26	39
2. Nurse/Head Nurse	4	8
3. Director of Nursing	25	11
4. Instructor/Teacher	11	8
5. Nursing Services Administrator	5	2
6. Coordinator	10	7
7. Supervisor	2	6
8. Director - Inservice Education	1	4
9. Inservice Coordinator	3	2
10. Staff Development Coordinator	2	1
11. Staff Development Director/Ass't.	2	5
12. Patient Care Coordinator	1	0
13. Nursing Program Coordinator	5	1
14. Director - Purchasing	0	0
15. Assoc. Chief Nursing Services for Ed.	1	0
16. Director of Nursing - Assistant	1	4

APPENDIX A-2

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978

1 = Never
2 = Seldom
3 = Sometimes
4 = Often

Tasks	West Virginia N = 93				Pennsylvania N = 83			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS								
1. Conduct patient census	58	12	10	18	65	12	8	11
2. Develop a patient care plan	20	9	24	44	31	10	23	35
3. Fill out charge slips	24	8	16	51	20	8	27	41
4. Made work assignments	53	12	8	28	60	14	5	18
5. Orient new employees	34	16	27	19	34	16	31	16
6. Practice evaluation procedures	60	10	18	10	55	13	12	16
7. Secure patient's valuables	16	5	28	47	13	13	35	34
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE								
1. Assist in placing telephone calls	6	20	40	28	7	27	36	25
2. Assist a conscious patient to maintain oral hygiene	8	6	17	65	4	4	13	75
3. Maintain oral hygiene for an unconscious patient	9	8	17	62	5	7	25	58
4. Assist a conscious patient with dentures to maintain oral hygiene	11	10	15	61	4	7	16	69
5. Assist in using bedside commode	11	6	19	59	4	6	27	59
6. Assist in using bedpan	5	10	12	69	1	5	12	77
7. Assist in using urinal	9	12	13	62	6	5	14	70
8. Assist with shower	18	10	27	42	8	11	29	47
9. Assist with tub bath	12	13	25	47	4	11	31	49
10. Brush, comb, or braid hair	9	10	19	59	1	7	18	69
11. Care for the nails	10	12	32	42	7	6	24	58
12. Dress adult bed patient	9	9	25	54	6	10	23	57
13. Feed adult or child	9	9	24	56	6	5	18	66
14. Give bed bath	11	12	13	61	2	6	18	69
15. Process patients for unit admission	16	5	23	53	17	5	10	64
16. Transfer a patient within the same facility	9	10	30	47	8	7	34	
17. Discharge a patient	11	9	22	55	8	23	19	45
18. Arrange for a clergy's visit	23	32	37	5	25	33	33	5

APPENDIX A-2

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 93				Pennsylvania N = 83			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
19. Give shampoo to a bed patient	15	26	45	11	11	28	40	18
20. Shave males	17	19	33	27	11	19	28	37
C. PERFORMING COMFORT AND SAFETY FUNCTIONS								
1. Adjust bed	8	2	10	76	1	4	5	86
2. Adjust siderails for patient safety	4	3	10	78	1	2	6	86
3. Assist patient to dangle	11	3	19	62	4	4	19	69
4. Assist patient into a wheelchair	2	4	14	75	2	1	14	77
5. Assist patient to ambulate	6	4	13	72	2	14	78	5
6. Assist patient in crutch-walking	19	12	40	26	16	22	29	30
7. Assist patient in using a cane	15	14	44	24	12	16	25	42
8. Assist patient in using a walker	8	6	47	35	8	12	27	48
9. Give a back rub	11	10	12	63	7	4	17	67
10. Transfer a patient from a bed to a wheelchair using a mechanical lifter	32	25	27	14	22	18	28	27
11. Put alternating pressure mattress on bed	34	15	34	13	18	14	35	27
12. Put foot board or overbed cradle on bed	15	22	34	26	14	13	45	23
13. Transport patient on stretcher	9	15	20	52	8	18	18	49
14. Transport patient in wheelchair	5	10	19	61	10	6	17	63
15. Turn patient in bed	4	8	9	75	4	2	8	81
16. Apply restraints	9	10	29	47	4	5	31	55
D. PERFORMING ASEPTIC TECHNIQUES								
1. Apply sterile dressing/bandages	9	1	22	65	4	4	27	61
2. Dress burns	22	16	40	19	36	27	23	10
3. Handle sterile equipment and supplies	6	2	19	68	6	2	25	61
4. Open sterile packs	9	4	24	59	8	6	27	55
5. Pour sterile solutions	9	3	26	58	6	10	30	51
6. Put on and remove sterile gloves	5	2	31	57	5	8	31	52
7. Put on sterile gown	19	14	38	25	28	29	19	20
8. Set up sterile field	15	9	30	43	16	16	33	33
9. Wash hands	3	2	1	89	4	–	–	93

APPENDIX A-2

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 93				Pennsylvania N = 83			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
E. ADMINISTERING TREATMENTS								
1. Administer local cold applications	5	11	37	43	10	8	43	34
2. Administer tepid baths	14	9	44	30	18	16	49	13
3. Administer gavage feedings	17	10	34	35	13	16	40	28
4. Administer local hot applications	8	3	38	47	5	16	42	40
5. Administer oxygen	14	11	31	40	10	11	35	41
6. Apply anti-embolic stockings	10	5	27	54	8	6	22	59
7. Apply bandages	4	5	30	56	4	4	31	58
8. Apply binders	13	15	35	32	8	18	34	34
9. Apply an electric thermal blanket	66	16	12	5	61	13	11	11
10. Apply or remove braces	37	30	16	14	16	25	31	23
11. Apply or remove skin traction	66	14	11	10	60	13	8	13
12. Instruct and assist patient with breathing exercises	26	17	25	28	17	12	34	3
13. Assist patient with postural drainage	31	25	30	11	31	20	31	13
14. Assist patient with range of motion exercises	12	13	28	44	7	4	27	59
15. Assist patient with sitz bath	16	14	26	41	14	10	45	25
16. Clean inner cannula of tracheostomy	26	18	28	25	31	28	23	13
17. Insert a urinary catheter	5	8	25	59	4	5	35	53
18. Change colostomy dressing	13	14	35	33	12	12	37	35
19. Give artificial ventilation to an unconscious adult	43	28	24	2	51	29	8	7
20. Give artificial ventilation to an unconscious infant	65	20	11	2	72	16	2	6
21. Give external cardiac compression to a patient with an unwitnessed cardiac arrest	38	34	20	3	51	25	12	7
22. Give enema	6	13	14	63	4	2	16	73
23. Give oral medications	5	5	5	81	17	7	7	65
24. Give parenteral medications	27	3	9	58	40	1	8	48
25. Give perineal care	14	9	29	44	20	5	24	46
26. Insert rectal suppository	6	3	28	59	13	4	24	54
27. Insert vaginal medications	15	18	30	33	27	18	33	20
28. Give pre-operative skin care	38	10	14	35	37	13	19	25
29. Insert oral airway	45	22	25	5	58	18	18	2
30. Irrigate the urinary bladder	17	14	32	33	11	10	45	3
31. Irrigate colostomy	20	22	33	22	20	14	37	24
32. Irrigate ear of adult patient	45	30	15	6	55	14	18	7
33. Irrigate eye(s)	40	32	24	1	46	20	22	8
34. Irrigate nose	67	19	10	3	70	13	10	2

APPENDIX A-2

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 93				Pennsylvania N = 83			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
35. Irrigate throat	56	25	12	4	64	13	13	5
36. Irrigate nasogastric lubing for patency	26	13	28	28	25	12	31	28
37. Irrigate vaginal canal	23	26	29	19	29	19	31	17
38. Irrigate wounds	26	14	32	25	18	11	30	36
39. Position air rings and/or doughnuts	25	11	26	37	14	12	28	41
40. Position trochanter rolls and/or sandbag	22	18	22	35	22	10	36	29
41. Remove fecal impaction	15	19	24	39	20	7	34	35
42. Suction patient's upper respiratory passage	12	14	31	40	12	19	39	25
43. Suction tracheostomy	24	18	23	31	27	24	30	16
44. Remove retention catheter	10	10	27	49	12	14	33	36
F. CONDUCTING NURSING PROCEDURES								
1. Prepare equipment and supplies for sterilization	56	13	15	14	47	11	23	14
2. Assist with physical examinations	10	15	37	35	16	16	41	22
3. Assist with post-mortem care	13	16	38	30	13	13	43	25
4. Control external hemorrhage	25	40	27	5	40	30	16	10
5. Count and report fetal heart tones	58	12	9	20	55	10	19	11
6. Inventory equipment and supplies	40	20	16	14	35	23	13	22
7. Inventory medicines	37	15	14	32	41	6	13	35
8. Inventory narcotics	31	12	15	40	45	1	13	37
9. Connect masogastric tube to suction machine	32	13	23	28	35	7	28	27
10. Make unoccupied, surgical or open bed	12	9	10	66	8	5	13	69
11. Make an occupied bed	8	11	12	66	4	5	13	73
12. Operate circ-o-lectric bed	72	12	9	5	53	20	12	11
13. Prepare patient for surgery	30	5	8	54	41	4	8	42
14. Prepare patient for and/or assist with rectal, vaginal, or proctascopic examinations	16	14	27	40	33	16	30	17
15. Regulate IV infusion	41	14	20	22	48	6	16	27
16. Serve food tray	11	6	6	73	12	5	16	63
17. Set up child-adult mist tent	63	6	15	14	49	14	14	18
18. Set up vaporizer	38	15	22	24	36	19	17	24
19. Take blood pressure	1	1	10	84	1	4	90	5
20. Take pulse and respiration	1	1	6	87	-	-	2	92

APPENDIX A-2

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 93				Pennsylvania N = 83			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
21. Take temperature	1	3	11	81	2	4	88	6
22. Time contractions	54	12	11	22	59	4	12	20
23. Rotate patients using turning frames	65	18	14	1	52	28	10	7
G. COLLECTING AND CARING FOR SPECIMENS								
1. Collect gastric specimens	47	17	17	15	61	16	8	8
2. Collect stool specimens	11	13	26	47	13	17	31	34
3. Collect routine urine specimens	6	5	12	73	4	7	13	70
4. Collect "clean catch" urine specimen	12	5	16	63	7	7	28	52
5. Collect nose or throat specimens for culture	29	16	26	26	27	19	28	22
6. Test urine for sugar and acetone	5	9	6	75	4	2	13	[illegible]
H. CARING FOR THE NEWBORN INFANT								
1. Bathe infant	48	5	5	39	53	2	10	31
2. Irrigate eyes with silver nitrate	65	3	10	20	82	4	1	10
3. Care for female genitalia	47	3	8	40	55	5	7	29
4. Care for umbilical cord	48	6	8	35	55	5	11	25
5. Carry infant	44	8	8	39	53	1	10	33
6. Collect urine specimen	49	4	9	35	53	6	10	28
7. Dress circumcision	53	3	13	29	58	5	12	22
8. Dress infant	47	5	5	40	53	4	8	31
9. Feed infant	46	6	6	39	53	4	7	33
10. Identify using bracelet, imprints, etc.	51	8	8	33	57	4	8	28
11. Suction infant's respiratory passage	55	10	12	22	71	6	8	11
12. Weigh and measure infant	47	5	10	35	55	2	8	30
I. PERFORMING ISOLATION TECHNIQUES								
1. Collect specimens from isolated patient	24	13	27	33	23	30	24	19
2. Perform terminal disinfection	55	13	14	18	54	20	12	8
3. Put on and remove sterile gown	18	15	32	32	19	28	29	[illegible]
4. Put on and remove mask	18	14	30	34	14	23	35	[illegible]
5. Put on and remove food tray	20	10	26	41	14	25	25	31

APPENDIX A-2

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY LOCATION
WEST VIRGINIA AND PENNSYLVANIA
1978 (Continued)

Tasks	West Virginia N = 93				Pennsylvania N = 83			
	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%
J. USING ORAL AND WRITTEN COMMUNICATIONS								
1. Set up isolation unit	24	17	24	23	20	24	29	22
2. Complete release forms	46	10	18	24	54	13	16	16
3. Orient patient to hospital rules	16	3	25	53	11	10	18	57
4. Prepare accident report	13	13	33	38	12	25	23	35
5. Prepare requisitions for equipment or supplies	34	12	14	39	17	14	25	39
6. Record height and weight	10	8	11	69	6	6	18	65
7. Measure and record intake/ output	6	2	8	80	4	4	6	82
8. Record history by patient interview	29	5	14	48	37	6	16	37
9. Record nursing care	3	2	1	89	4	1	-	90
10. Record temperature, pulse, respiration (RPR) and blood pressure	2	2	8	84	2	1	4	88
11. Transcribe physician's orders	44	9	11	35	59	2	13	22

APPENDIX A-3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978

1 = Never
2 = Seldom
3 = Sometimes
4 = Often

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS												
1. Conduct patient census	57	13	13	13	49	15	5	17	73	11	9	15
2. Develop a patient care plan	33	3	37	24	22	10	22	44	25	10	21	41
3. Fill out charge slips	27	7	23	40	27	5	10	56	19	9	25	44
4. Made work assignments	43	20	7	27	61	7	7	24	59	13	6	21
5. Orient new employees	23	13	33	27	24	20	34	17	42	14	26	15
6. Practice evaluation procedures	57	13	17	10	54	12	20	12	61	9	14	13
7. Secure patient's valuables	7	10	43	37	15	10	37	34	17	8	26	45
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE												
1. Assist in placing telephone calls	3	20	37	37	7	24	34	29	8	24	39	23
2. Assist a conscious patient to maintain oral hygiene	7	13	20	57	2	2	15	76	7	4	15	69
3. Maintain oral hygiene for an unconscious patient	7	20	23	47	2	7	22	63	8	4	21	62
4. Assist a conscious patient with dentures to maintain oral hygiene	7	20	17	53	5	7	17	66	9	6	15	66
5. Assist in using bedside commode	13	10	23	50	2	7	20	66	8	5	23	59
6. Assist in using bedpan	7	10	13	67	-	12	2	80	4	5	15	71

APPENDIX A-3
LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
7. Assist in using urinal	13	13	10	60	2	15	5	73	7	5	19	64
8. Assist with shower	17	17	33	30	2	12	39	41	17	8	23	48
9. Assist with tub bath	10	20	30	37	-	12	29	54	11	10	28	47
10. Brush, comb, or braid hair	7	17	23	50	-	10	20	66	7	6	18	65
11. Care for the nails	10	20	40	27	2	12	27	54	11	5	27	52
12. Dress adult bed patient	10	10	33	43	7	10	17	61	7	9	25	54
13. Feed adult or child	7	10	30	50	2	5	22	66	10	7	19	60
14. Give bed bath	10	20	13	53	2	7	17	68	7	7	16	66
15. Process patients for unit admission	13	3	13	67	24	2	22	46	15	6	16	59
16. Transfer a patient within the same facility	7	17	23	50	7	5	41	41	10	8	30	47
17. Discharge a patient	10	10	23	53	10	12	24	49	10	17	18	50
18. Arrange for a clergy's visit	27	40	27	3	22	34	32	7	23	30	39	4
19. Give shampoo to a bed patient	23	37	23	17	7	24	44	20	12	26	47	11
20. Shave males	17	30	27	23	5	22	34	34	18	16	29	33
C. PERFORMING COMFORT AND SAFETY FUNCTIONS												
1. Adjust bed	10	13	73	3	5	5	5	80	3	3	7	8
2. Adjust siderails for patient safety	7	10	80	3	-	7	7	80	3	2	8	82
3. Assist patient to dangle	10	30	57	3	5	5	20	66	8	4	17	66
4. Assist patient into a wheelchair	7	23	67	3	-	2	10	83	4	2	14	75
5. Assist patient to ambulate	7	3	23	63	-	-	12	83	6	3	12	74
6. Assist patient in crutch-walking	40	10	30	23	15	22	27	32	12	16	40	28
7. Assist patient in using a cane	23	10	47	17	7	24	24	39	13	13	38	32
8. Assist patient in using a walker	13	10	43	30	2	12	39	41	9	8	37	42

APPENDIX A 3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N - 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
9. Give a back rub	17	10	30	40	5	5	17	68	9	7	8	71
10. Transfer a patient from a bed to a wheelchair using a mechanical lifter	47	13	7	30	24	29	29	12	22	22	33	19
11. Put alternating pressure mattress on bed	47	10	27	13	24	20	34	17	23	15	37	20
12. Put foot board or overbed cradle on bed	27	17	20	23	15	22	41	17	11	17	41	27
13. Transport patient on stretcher	10	10	23	53	2	20	24	49	10	17	16	51
14. Transport patient in wheelchair	7	7	20	63	7	10	12	66	8	8	20	59
15. Turn patient in bed	10	3	10	73	-	5	7	83	4	6	9	76
16. Apply restraints	7	43	47	3	2	7	27	59	9	8	29	48
D. PERFORMING ASEPTIC TECHNIQUES												
1. Apply sterile dressing/bandages	3	20	73	3	-	2	39	54	10	1	19	65
2. Dress burns	40	17	37	7	24	24	24	22	24	22	35	14
3. Handle sterile equipment and supplies	3	10	83	3	7	5	24	59	7	1	25	62
4. Open sterile packs	10	13	27	60	5	10	20	61	9	3	27	56
5. Pour sterile solutions	10	3	27	60	5	15	27	49	7	3	30	55
6. Put on and remove sterile gloves	10	-	27	63	-	15	32	49	6	2	33	54
7. Put on sterile gown	37	13	30	20	22	20	29	24	19	24	30	22
8. Set up sterile field	23	3	13	60	15	15	29	37	13	13	38	32
9. Wash hands	3	-	-	97	-	-	-	95	5	2	1	87
E. ADMINISTERING TREATMENTS												
1. Administer local cold applications	17	3	43	37	7	12	39	37	5	10	40	39
2. Administer tepid baths	23	3	50	23	20	15	44	17	13	13	47	23

APPENDIX A-3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
3. Administer gavage feedings	20	13	33	33	15	10	37	34	14	13	39	30
4. Administer local hot applications	17	7	30	47	5	5	44	41	4	6	43	42
5. Administer oxygen	17	3	37	43	2	12	29	51	13	12	34	36
6. Apply anti-embolic stockings	13	7	30	47	2	10	24	59	10	3	23	59
7. Apply bandages	7	-	23	70	-	-	27	68	5	8	34	48
8. Apply binders	20	13	30	33	5	20	41	29	10	17	34	33
9. Apply an electric thermal blanket	73	7	17	3	66	20	2	12	59	16	14	7
10. Apply or remove braces	47	13	27	13	24	27	27	17	23	33	21	18
11. Apply or remove skin traction	77	3	3	17	61	12	12	12	59	18	11	9
12. Instruct and assist patient with breathing exercises	27	17	27	30	22	15	32	27	19	14	29	32
13. Assist patient with postural drainage	53	17	20	10	32	20	34	10	22	27	34	13
14. Assist patient with range of motion exercises	20	3	40	37	10	15	34	37	7	8	20	61
15. Assist patient with sitz bath	23	13	30	30	15	12	46	22	13	12	31	39
16. Clean inner cannula of tracheostomy	47	17	23	13	22	29	24	20	24	22	28	21
17. Insert a urinary catheter	7	7	36	57	-	-	32	63	6	9	27	54
18. Change colostomy dressing	23	3	37	35	5	15	44	32	13	14	34	34
19. Give artificial ventilation to an unconscious adult	63	23	13	34	34	20	7	47	27	17	4	
20. Give artificial ventilation to an unconscious infant	87	13	-	-	68	17	10	5	63	20	8	4
21. Give external cardiac compression to a patient with an unwitnessed cardiac arrest	53	20	20	7	37	32	22	5	44	32	14	4
22. Give enema	7	10	27	53	10	15	71	5	7	6	12	71

APPENDIX A-3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
23. Give oral medications	17	-	3	77	12	5	10	71	9	8	6	73
24. Give parenteral medications	40	-	13	47	24	10	63	2	33	4	7	52
25. Give perineal care	27	13	27	33	10	10	24	51	17	4	29	44
26. Insert rectal suppository	17	7	23	50	5	2	22	66	10	3	30	53
27. Insert vaginal medications	30	23	23	23	20	29	29	20	18	13	34	31
28. Give pre-operative skin care	50	13	13	23	24	24	17	29	38	6	18	33
29. Insert oral airway	50	17	27	7	46	20	27	2	54	21	19	2
30. Irrigate the urinary bladder	20	10	43	27	12	24	39	32	14	12	37	32
31. Irrigate colostomy	37	10	33	20	15	24	37	20	17	19	34	26
32. Irrigate ear of adult patient	53	20	20	7	54	20	17	5	47	25	16	7
33. Irrigate eye(s)	43	30	27	-	44	24	24	2	40	28	22	6
34. Irrigate nose	73	13	13	-	73	15	7	2	64	19	10	3
35. Irrigate throat	70	10	13	7	68	20	5	2	54	22	15	4
36. Irrigate nasogastric tubing for patency	23	7	30	40	27	20	27	20	25	11	31	28
37. Irrigate vaginal canal	43	17	20	20	32	32	27	5	18	22	35	21
38. Position air rings and/or doughnuts	23	13	20	40	12	10	37	47	22	12	25	38
39. Position trochanter rolls and/or sandbag	33	7	33	27	20	24	27	24	17	13	29	37
40. Remove fecal impaction	23	10	37	30	7	24	29	34	20	11	27	38
41. Suction patient's upper respiratory passage	13	10	37	37	2	24	39	29	14	16	33	33
42. Suction tracheostomy	30	27	27	17	22	37	15	22	25	13	30	27
43. Remove retention catheter	20	3	33	40	2	24	34	34	11	10	27	47
44. Irrigate wounds	33	10	13	43	29	12	27	27	16	14	38	27

APPENDIX A-3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
F. CONDUCTING NURSING PROCEDURES												
1. Prepare equipment and supplies for sterilization	53	7	20	17	56	12	10	17	49	14	21	13
2. Assist with physical examinations	3	17	40	37	15	20	32	29	12	14	43	26
3. Assist with post-mortem care	13	17	43	23	17	15	34	29	11	15	42	28
4. Control external hemorrhage	43	23	20	13	39	29	22	5	24	43	22	6
5. Count and report fetal heart tones	70	3	20	7	54	12	17	15	53	13	11	19
6. Inventory equipment and supplies	30	20	17	30	37	24	15	20	49	20	14	14
7. Inventory medicines	33	10	10	47	39	10	17	32	41	11	14	30
8. Inventory narcotics	23	17	-	60	34	7	17	39	42	8	13	34
9. Connect nasogastric tube to suction machine	37	7	23	33	32	10	27	27	32	12	26	25
10. Make unoccupied, surgical or open bed	13	7	20	57	7	7	5	76	9	7	11	68
11. Make an occupied bed	10	3	27	57	-	12	12	71	6	8	8	73
12. Operate cir-o-lectric bed	83	7	7	3	68	15	7	10	56	19	12	8
13. Prepare patient for surgery	47	3	7	43	24	10	10	51	34	3	8	50
14. Prepare patient for and/or assist with rectal, vaginal, or proctascopic examinations	37	10	20	33	17	17	34	27	23	14	29	29
15. Regulate IV infusion	30	17	23	30	29	5	29	32	53	11	13	19
16. Serve food tray	10	7	7	73	5	7	15	68	15	5	11	65
17. Set up child-adult mist tent	67	17	7	10	66	2	20	10	49	11	16	21
18. Set up vaporizer	47	20	17	17	29	17	27	22	36	17	18	26
19. Take blood pressure	-	-	10	87	-	-	5	90	2	1	7	85
20. Take pulse and respiration	-	-	3	93	-	-	7	88	1	1	4	88
21. Take temperature	-	-	17	80	-	-	10	85	2	3	4	85
22. Time contractions	70	3	13	13	66	10	10	12	47	9	12	27
23. Rotate patients using turning frames	80	13	3	3	56	24	12	5	53	25	15	3

APPENDIX A-3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
G. COLLECTING AND CARING FOR SPECIMENS												
1. Collect gastric specimens	67	13	17	3	55	22	10	10	52	16	12	15
2. Collect stool specimens	17	20	30	33	5	15	37	37	13	14	25	44
3. Collect routine urine specimens	10	17	13	57	-	7	15	71	6	3	11	76
4. Collect "clean catch" urine specimen	13	17	20	47	7	2	29	54	9	5	18	64
5. Collect nose or throat specimens for culture	37	7	33	23	22	24	15	32	26	19	30	21
6. Test urine for sugar and acetone	10	7	17	63	-	10	10	73	4	4	7	80
H. CARING FOR THE NEWBORN INFANT												
1. Bathe infant	63	3	10	23	56	10	7	27	43	2	7	43
2. Irrigate eyese with silver nitrate	80	-	10	10	83	2	5	10	66	5	5	19
3. Care for female genitalia	63	7	3	27	56	7	17	20	44	2	5	44
4. Care for umbilical cord	67	3	7	23	59	12	10	20	43	4	10	38
5. Carry infant	57	3	13	27	56	10	5	29	41	3	9	42
6. Collect urine specimen	63	3	13	20	59	7	7	27	43	5	9	38
7. Dress circumcision	67	3	10	20	61	7	12	20	48	3	14	30
8. Dress infant	73	3	10	23	56	7	10	27	42	4	5	44
9. Feed infant	60	3	13	23	56	7	7	29	42	5	5	43
10. Identify using bracelet, imprints, etc.	60	3	10	27	61	12	10	17	47	4	7	38
11. Suction infant's respiratory passage	77	3	-	20	68	7	17	7	55	10	11	19
12. Weigh and measure infant	63	3	10	23	59	7	10	24	43	3	9	40

APPENDIX A-3

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY TOTAL TIME IN CAREER FIELD

1978 (Continued)

Tasks	1 - 5 Years N = 30				6 - 10 Years N = 41				Over 10 Years N = 100			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
I. PERFORMING ISOLATION TECHNIQUES												
1. Collect specimens from isolated patient	33	17	27	23	22	24	27	22	21	19	26	30
2. Perform terminal disinfection	67	10	17	7	61	20	7	10	49	17	13	18
3. Put on and remove sterile gown	23	20	40	17	22	17	32	24	16	23	27	31
4. Put on and remove mask	20	17	47	17	20	17	32	29	15	19	27	34
5. Put on and remove food tray	23	20	30	27	20	15	27	34	16	17	22	41
J. USING ORAL AND WRITTEN COMMUNICATIONS												
1. Set up isolation unit	23	20	33	23	41	10	32	12	14	25	31	26
2. Complete release forms	57	7	20	17	46	7	24	22	49	15	14	19
3. Orient patient to hospital rules	17	-	20	63	10	15	24	44	15	4	21	56
4. Prepare accident report	3	20	33	43	12	15	32	34	15	21	26	34
5. Prepare requisitions for equipment or supplies	20	7	20	53	17	22	24	32	32	12	16	37
6. Record height and weight	13	-	17	70	2	10	17	63	9	8	13	66
7. Measure and record intake/output	13	3	7	77	7	10	76	7	4	1	6	84
8. Record history by patient interview	30	3	10	57	27	12	12	46	35	4	18	38
9. Record nursing care	7	-	-	93	-	5	-	88	4	1	1	89
10. Record temperature, pulse, respiration (RPR) and blood pressure	3	-	70	87	-	2	10	80	3	2	3	87
11. Transcribe physician's orders	43	-	20	37	63	2	5	27	48	9	13	27

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978

1 = Never
2 = Seldom
3 = Sometimes
4 = Often

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS												
1. Conduct patient census	58	16	6	16	53	14	11	17	80	-	11	9
2. Develops a patient care plan	33	8	27	31	14	13	30	40	34	6	6	54
3. Fill out charge slips	25	5	22	46	21	8	14	51	17	14	31	37
4. Make work assignments	57	16	8	19	46	11	7	33	74	11	3	11
5. Orient new employees	25	16	36	19	33	17	31	14	54	11	14	20
6. Practice evaluation procedures	16	13	15	9	47	10	20	19	74	11	9	6
7. Secure patient's valuables	16	12	34	34	16	9	31	39	11	6	23	60
B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE												
1. Assist in placing telephone calls	9	25	30	31	4	21	44	23	9	23	43	26
2. Assist a conscious patient to maintain oral hygiene	9	5	13	69	4	6	23	61	3	3	6	89
3. Maintain oral hygiene for an unconscious patient	9	12	27	48	7	7	17	63	3	-	17	80
4. Assist a conscious patient with dentures to maintain oral hygiene	12	9	15	61	8	7	20	61	3	9	9	80
5. Assist in using bedside commode	12	8	22	55	4	6	13	51	3	6	9	83
6. Assist in using bedpan	5	9	5	78	3	7	20	64	3	3	11	83
7. Assist in using urinal	15	10	9	61	3	9	21	61	3	3	9	86
8. Assist with shower	19	12	36	30	11	11	27	44	6	6	17	71
9. Assist with tub bath	13	12	33	39	4	16	29	46	3	6	20	71
10. Brush, comb, or braid hair	6	9	25	58	6	9	23	57	3	6	-	91
11. Care for the nails	15	9	37	34	4	11	30	49	3	6	9	83
12. Dress adult bed	13	9	22	50	3	11	33	47	6	3	11	80
13. Feed adult or child	13	9	22	52	3	9	23	60	3	-	[illegible]	80

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978 (Continued)

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
14. Give bed bath	9	10	18	60	7	10	19	59	3	3	6	89
15. Process patients for unit admission	24	8	12	52	10	4	17	63	14	3	26	57
16. Transfer a patient within the same facility	10	12	30	43	7	7	34	46	9	6	29	57
17. Discharge a patient	12	19	15	49	9	13	23	50	9	14	23	54
18. Arrange for a clergy's visit	24	33	34	6	17	33	41	3	37	31	26	6
19. Give shampoo to a bed patient	21	27	31	18	10	27	44	14	3	26	63	9
20. Shave males	22	22	19	33	9	21	41	23	9	11	31	49
C. PERFORMING COMFORT AND SAFETY FUNCTIONS												
1. Adjust bed	6	3	8	79	4	4	9	77	3	-	-	97
2. Adjust siderails for patient safety	3	3	8	82	3	4	11	76	3	-	-	97
3. Assist patient to dangle	10	2	22	61	4	6	20	64	9	3	11	77
4. Assist patient into a wheelchair	3	3	10	79	1	4	20	69	3	-	9	89
5. Assist patient to ambulate	8	-	13	75	1	6	17	70	6	-	6	89
6. Assist patient in crutch-walking	28	16	28	24	11	20	37	27	9	11	43	37
7. Assist patient in using a cane	24	16	30	27	7	14	41	31	6	14	34	46
8. Assist patient in using a walker	12	13	33	39	4	7	41	41	6	6	40	49
9. Give a back rub	10	8	21	57	9	10	11	64	6	-	9	86
10. Transfer a patient from a bed to a wheelchair using a mechanical lifter	42	21	13	19	20	23	31	20	14	23	43	20
11. Put alternating pressure mattress in bed	33	13	25	24	23	19	40	13	20	11	46	23
12. Put foot board or overbed cradle in bed	18	22	33	24	16	20	40	19	6	6	51	37
13. Transport patient on stretcher	13	18	9	54	6	19	30	40	3	11	20	66
14. Transport patient in wheelchair	9	12	10	64	7	6	26	56	3	6	20	71
15. Turn patient in bed	6	5	6	79	3	9	13	70	3	-	3	94
16. Apply restraints	9	5	22	60	4	10	39	40	3	9	29	60

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978 (Continued)

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
D. PERFORMING ASEPTIC TECHNIQUES												
1. Apply sterile dressing/bandages	6	2	25	63	6	1	27	60	9	6	14	71
2. Dress burns	33	22	25	15	24	21	36	14	29	20	34	17
3. Handle sterile equipment and supplies	8	2	19	67	7	1	31	54	3	6	9	83
4. Open sterile packs	5	6	27	58	13	6	30	47	6	3	11	80
5. Pour sterile solutions	9	9	24	54	7	4	36	49	3	6	20	71
6. Put on and remove sterile gloves	6	6	28	55	4	6	39	47	6	3	23	69
7. Put on sterile gown	24	21	27	24	27	24	24	20	17	17	40	26
8. Set up sterile field	16	10	28	42	16	14	34	31	14	11	29	46
9. Wash hands	3	-	-	93	4	3	1	87	3	-	-	97
E. ADMINISTERING TREATMENTS												
1. Administer local cold applications	10	9	40	34	6	9	44	37	6	14	31	49
2. Administer tepid baths	21	12	49	15	16	10	43	27	9	17	49	26
3. Administer gavage feedings	24	12	36	25	11	14	37	33	6	11	40	43
4. Administer local hot applications	8	8	37	43	7	4	36	39	3	9	34	54
5. Administer oxygen	10	9	36	40	9	13	31	43	17	11	31	40
6. Apply anti-embolic stockings	12	9	22	52	7	4	30	53	9	3	17	71
7. Apply bandages	6	5	24	66	6	7	39	44	6	-	29	66
8. Apply binders	15	21	34	24	10	17	40	27	6	9	26	60
9. Apply an electric thermal blanket	63	13	13	9	66	16	10	6	60	17	11	11
10. Apply or remove braces	31	21	22	21	27	34	20	14	17	31	31	20
11. Apply or remove skin traction	57	13	9	18	69	14	9	6	60	14	14	11
12. Instruct and assist patient with breathing exercises	19	13	28	33	24	17	33	21	20	14	20	46
13. Assist patient with postural drainage	37	28	22	9	30	21	33	11	23	17	40	20
14. Assist patient with range of motion exercises	10	13	34	39	7	7	29	53	9	3	11	77
15. Assist patient with sitz bath	19	13	40	22	17	10	29	39	6	14	34	46
16. Clean inner cannula of tracheostomy	34	16	26	19	23	29	24	20	29	26	31	14
17. Insert a urinary catheter	6	9	30	52	3	7	30	56	6	-	31	63
18. Change colostomy dressing	16	13	34	31	11	14	37	33	9	11	40	40

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978 (Continued)

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
19. Give artificial ventilation to an unconscious adult	49	27	13	6	44	26	24	1	46	37	9	9
20. Give artificial ventilation to an unconscious infant	79	15	2	3	61	19	13	3	60	26	6	9
21. Give external cardiac compression to a patient with an unwitnessed cardiac arrest	51	29	12	5	43	26	23	3	34	40	14	11
22. Give enema	8	9	19	61	4	9	14	67	3	6	3	89
23. Give oral medications	19	6	8	66	3	7	6	79	11	6	3	80
24. Give parenteral medications	39	2	8	51	29	4	11	51	31	-	3	66
25. Give perineal care	21	8	30	36	19	6	29	43	9	9	14	69
26. Insert rectal suppository	13	6	22	55	6	1	31	56	11	3	20	66
27. Insert vaginal medications	28	28	27	15	16	13	33	34	17	9	37	37
28. Give pre-operative skin care	27	13	24	30	46	7	16	29	40	14	6	40
29. Insert oral airway	51	10	30	3	53	20	21	3	46	40	6	9
30. Irrigate the urinary bladder	15	8	42	31	17	16	36	27	6	14	40	40
31. Irrigate colostomy	28	22	24	21	20	19	34	23	9	11	51	29
32. Irrigate ear of adult patient	57	18	16	5	44	26	17	9	49	29	14	9
33. Irrigate eye(s)	46	25	21	5	40	27	26	3	40	31	20	9
34. Irrigate nose	76	15	5	2	66	14	11	4	57	26	14	3
35. Irrigate throat	58	18	13	6	61	19	14	1	60	26	6	9
36. Irrigate nasogastric tubing for potency	28	10	25	30	31	14	27	23	11	14	43	31
37. Irrigate vaginal canal	36	21	26	15	21	26	36	13	17	20	31	31
38. Irrigate wounds	18	15	27	36	29	13	33	21	20	6	40	34
39. Position air rings and/or doughnuts	19	12	28	37	19	13	23	40	23	9	31	37
40. Position trochanter rolls and/or sandbag	27	10	34	25	20	20	20	36	17	9	34	40
41. Remove fecal impaction	13	15	28	40	16	14	33	33	31	11	17	40
42. Suction patient's upper respiratory passage	13	21	34	27	10	19	33	34	14	6	37	43
43. Suction tracheostomy	28	21	22	22	24	24	26	23	20	17	34	29
44. Remove retention catheter	16	18	33	28	4	11	31	47	14	3	20	63

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978 (Continued)

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
F. CONDUCTING NURSING PROCEDURES												
1. Prepare equipment and supplies for sterilization	57	9	15	16	39	20	19	17	66	3	26	6
2. Assist with physical examinations	15	16	34	30	6	19	43	27	20	9	37	34
3. Assist with post-mortem care	19	15	40	22	7	16	40	31	14	14	37	34
4. Control external hemorrhage	39	30	19	8	21	47	23	4	40	23	23	14
5. Count and report fetal heart tones	66	12	12	8	51	11	14	19	49	9	17	26
6. Inventory equipment and supplies	37	18	13	27	36	29	21	10	60	17	3	17
7. Inventory medicines	37	15	15	30	33	10	14	40	54	6	11	26
8. Inventory narcotics	36	8	18	37	36	7	13	40	43	6	9	40
9. Connect nasogastric tube to suction machine	30	10	27	28	44	11	20	20	23	9	29	40
10. Make unoccupied, surgical or open bed	10	5	18	63	11	11	7	64	6	-	9	86
11. Make an occupied bed	8	6	15	67	4	11	11	67	3	3	11	83
12. Operate circ-o-lectric bed	69	9	12	8	64	14	9	9	49	34	9	9
13. Prepare patient for surgery	34	5	12	45	39	6	6	46	29	-	6	66
14. Prepare patient for and/or assist with rectal, vaginal, or proctoscopic examinations	28	15	30	22	26	16	23	31	14	9	37	40
15. Regulate IV infusion	34	12	18	31	43	11	21	20	63	6	11	20
16. Serve food tray	18	8	6	66	4	7	10	73	14	-	20	66
17. Set up child-adult mist tent	63	13	10	12	50	9	17	21	57	9	20	14
18. Set up vaporizor	34	15	22	25	36	26	17	19	46	6	17	31
19. Take blood pressure	-	-	5	91	1	1	10	81	3	-	6	91
20. Take pulse and respiration	-	-	2	93	-	1	9	84	3	-	3	94
21. Take temperature	2	2	9	82	-	3	9	83	6	-	3	91
22. Time contractions	69	13	8	8	50	4	11	30	43	6	20	31
23. Rotate patients using turning frames	64	21	8	5	57	24	13	1	49	26	17	9
G. COLLECTING AND CARING FOR SPECIMENS												
1. Collect gastric specimens	51	21	13	10	64	10	10	11	46	23	11	17
2. Collect stool specimens	19	13	27	37	9	20	27	40	6	9	31	51
3. Collect routine urine specimens	8	9	9	72	4	6	16	69	3	3	14	80

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978 (Continued)

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
4. Collect "clean catch" urine specimen	13	10	21	52	10	3	23	59	3	6	23	66
5. Collect nose or throat specimens for culture	27	19	27	24	34	16	29	17	17	20	20	40
6. Test urine for sugar and acetone	6	6	15	69	3	6	6	80	6	6	6	80
H. CARING FOR THE NEWBORN INFANT												
1. Bathe infant	63	9	9	18	47	-	4	44	31	3	11	54
2. Irrigate eyes with silver nitrate	81	3	6	9	70	3	7	16	63	6	3	29
3. Care for female genitalia	63	9	6	21	49	-	9	39	31	3	9	57
4. Care for umbilical cord	64	21	8	15	49	1	9	37	31	3	14	51
5. Carry infant	60	9	12	18	46	1	6	43	29	3	9	60
6. Collect urine specimen	63	8	10	18	49	4	6	37	31	3	14	51
7. Dress circumcision	66	6	15	12	54	3	10	29	34	3	14	49
8. Dress infant	61	10	9	18	49	-	4	43	29	3	9	60
9. Feed infant	61	10	8	19	47	1	4	43	29	3	11	57
10. Identify using bracelet, imprints, etc.	63	10	9	16	51	3	6	37	37	3	11	49
11. Suction infant's respiratory passage	73	8	6	12	54	9	17	16	57	9	6	29
12. Weigh and measure infant	66	9	6	18	47	-	11	37	29	3	11	57
I. PERFORMING ISOLATION TECHNIQUES												
1. Collect specimens from isolated patient	33	24	19	21	26	17	27	26	3	20	34	43
2. Perform terminal disinfection	55	21	9	13	54	16	13	14	54	11	17	14
3. Put on and remove sterile gown	22	25	30	19	23	19	26	30	6	17	43	34
4. Put on and remove mask	19	21	33	24	20	17	26	33	6	14	46	34
5. Put on and remove food tray	22	24	24	27	21	13	19	43	3	11	43	43
J. USING ORAL AND WRITTEN COMMUNICATIONS												
1. Set up isolation unit	25	25	28	18	21	16	33	26	17	20	37	26
2. Complete release forms	54	12	16	18	44	13	21	19	54	9	9	29
3. Orient patient to hospital rules	16	6	22	51	11	6	19	60	14	9	23	54

APPENDIX A-4

LICENSED PRACTICAL NURSE

REVALIDATION OF TASKS BY PRESENT POSITION - 1978 (Continued)

Tasks	LPN N = 67				Supervisor N = 70				Educator N = 35			
	1	2	3	4	1	2	3	4	1	2	3	4
	%	%	%	%	%	%	%	%	%	%	%	%
4. Prepare incident report	13	22	30	30	9	16	29	43	20	17	26	37
5. Prepare requisitions for equipment or supplies	24	10	19	43	27	14	19	36	26	14	23	37
6. Record height and weight	9	8	13	66	9	6	17	64	6	9	9	77
7. Measure and record intake/output	5	5	6	79	6	3	7	80	6	-	9	86
8. Record history by patient interview	37	6	10	43	29	6	19	43	34	6	17	43
9. Record nursing care	3	2	-	90	3	3	-	90	6	-	3	91
10. Record temperature, pulse, respiration (TPR) and blood pressure	2	2	8	84	1	3	3	89	6	-	6	89
11. Transcribe physician's orders	55	2	12	30	39	10	16	31	69	3	6	23

APPENDIX A-5

LICENSED PRACTICAL NURSE

REVALIDATION OF EQUIPMENT
1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=93	Pennsylvania N=83	1-5 Years N=30	6-10 Years N=41	Over 10 Years N=100	LPN N=67	Super-visor N=70	Educator N=35
	%	%	%	%	%	%	%	%
1. Stethoscope	99	100	100	100	99	100	98	100
2. Bandage Scissors	100	100	100	100	100	100	100	100
3. Oral Thermometer	94	98	93	95	96	94	97	94
4. Emesis Basin	98	99	97	100	98	97	98	100
5. Scales	95	100	100	98	96	94	99	100
6. Rectal Thermometer	98	99	100	100	97	99	99	97
7. Sphygmomanometer	97	100	100	98	98	99	97	100
8. Wheelchair	99	98	100	98	98	97	99	100
9. Dressing Forceps	85	87	77	83	90	79	86	97
10. Examination Table	82	67	70	73	78	72	66	97
11. Suction Machine	97	94	93	98	97	93	97	97
12. Oxygen Mask	92	93	90	93	94	88	94	97
13. Suction Catheter	94	93	90	100	93	90	94	97
14. Urethral Catheter	92	89	83	95	92	89	91	91
15. Stretcher Cart	96	88	97	90	92	90	90	100
16. Asepto Syringe	92	86	77	88	93	84	93	94
17. Enema Bag	94	99	93	100	95	96	96	97
18. Hemostat	88	81	77	80	91	84	84	89
19. Male Urinal	97	96	97	98	96	94	99	97
20. IV Standard	89	83	87	88	88	81	90	91
21. Airway	80	57	67	66	72	60	74	74
22. Foot Steel	89	93	83	88	94	90	90	94
23. Restraints	95	99	93	98	97	94	97	100
24. Rubber Bulb Syringe	85	89	83	83	89	87	89	83
25. Treatment Cart	69	78	83	73	71	72	73	77
26. Oxygen Cannula	82	92	87	98	83	82	87	91
27. Bedside Commode	86	98	87	98	90	85	94	97
28. Walker	88	95	90	98	89	85	94	97
29. Fracture Pan	88	98	87	98	92	90	93	97
30. Rectal Tube	83	88	67	90	89	82	86	89

APPENDIX A-5

LICENSED PRACTICAL NURSE

REVALIDATION OF EQUIPMENT
1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=93	Pennsylvania N=83	1-5 Years N=30	6-10 Years N=41	Over 10 Years N=100	LPN N=67	Super-visor N=70	Educator N=35
	%	%	%	%	%	%	%	%
31. Opthalmoscope	54	41	37	37	57	45	47	54
32. Embolic Stocking	83	93	83	93	87	82	93	86
33. Doughnuts	70	80	70	83	72	73	79	69
34. Forcep Holder	53	51	37	44	59	39	56	69
35. Manually Operated Hospital Bed	82	87	77	85	85	79	86	89
36. Female Urinal	53	60	30	59	61	46	57	71
37. Sandbags	82	83	67	85	87	81	81	86
38. Footboard	81	94	70	95	88	81	87	97
39. Vaginal Speculum	49	30	27	39	46	42	34	51
40. Otoscope	48	39	33	29	53	43	44	49
41. Binder (Breast, T, Abdominal, etc.)	75	86	63	90	80	78	79	86
42. Humidifiers	72	87	67	88	79	73	80	86
43. Needle Holder	38	29	23	39	35	28	37	40
44. Vaporizer	70	75	60	78	73	69	69	83
45. Autoclave	38	31	23	24	42	24	47	29
46. Electrically Operated Hospital bed	69	73	40	83	75	70	69	80
47. Overbed Cradle	72	83	63	80	80	70	74	94
48. Perineal Light	62	63	47	59	64	49	63	83
49. Percussion Hammer	49	31	23	37	48	42	33	60
50. Aspirator	41	45	17	41	51	33	50	43
51. Braces	57	73	50	68	67	63	64	71
52. Kelly Clamp	43	46	27	34	54	37	49	49
53. Air Ring	69	78	80	73	71	70	74	80
54. Cane	83	95	97	83	89	87	89	97
55. Sitz Chair	71	72	67	76	71	69	70	77
56. Knife Handle	33	22	17	22	35	21	31	37
57. Nebulizer	55	49	40	56	57	48	56	57
58. Oxygen Tent	47	36	33	41	45	37	46	49
59. Allis Forceps	23	20	10	12	29	12	30	23
60. Infant Scale	53	42	40	34	57	30	57	66

APPENDIX A-5

LICENSED PRACTICAL NURSE

REVALIDATION OF EQUIPMENT

1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=93	Pennsylvania N=83	1-5 Years N=30	6-10 Years N=41	Over 10 Years N=100	LPN N=67	Supervisor N=70	Educator N=35
	%	%	%	%	%	%	%	%
61. Airmass Alternating Pressure Mattress	70	69	50	68	75	60	74	77
62. IPB Unit	28	49	43	39	37	42	36	40
63. Nasal Speculum	24	13	7	7	28	12	24	20
64. Mayo Stand	37	23	13	20	40	16	41	37
65. Croupette	53	39	33	32	57	28	57	60
66. Cardiac Monitor	35	23	20	34	31	31	31	20
67. Infant Crib	52	43	30	39	58	30	57	66
68. Fetuscope	38	28	17	32	39	21	40	46
69. Proctoscope	17	20	20	15	21	22	16	17
70. Electronic Thermometer	57	39	33	41	57	43	46	66
71. Hydraulic Lift	66	71	57	71	72	55	77	80
72. Rotating Tourniquet	31	23	10	27	34	21	37	20
73. Infrared Lamp	27	17	10	12	30	16	27	26
74. Electrocardigraph Machine	22	25	17	27	23	25	21	20
75. Incubator	43	36	23	32	49	22	50	54
76. Isolette	44	35	17	34	50	21	51	54
77. K-Thermia Pad	61	48	33	56	62	45	56	71
78. Ultraviolet Lamp	16	17	10	12	19	15	17	14
79. Turning Frames	37	39	20	27	47	25	40	54
80. Ciri-o-electric Bed	24	39	13	27	37	22	31	46
81. Trochanter Rolls	41	49	33	34	52	36	50	54
82. External Pacemaker	22	18	17	27	18	21	14	23
83. Spinal Manometer	18	10	7	15	17	13	16	14
84. Hydrocollator	16	20	3	10	24	8	23	23
85. Respirator (Iron Lung)	2	8	3	7	5	8	1	6
86. X-ray Machine	8	2	3	7	5	8	4	3
87. Microscope	8	10	3	7	11	9	7	11
88. Electro-Cautery Machine	5	6	100	5	8	5	10	-
89. Ultrasonic Machine	12	12	7	17	12	12	11	14
90. Centrifuge	4	5	3	5	5	5	4	14

APPENDIX A-5

LICENSED PRACTICAL NURSE

REVALIDATION OF EQUIPMENT
1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=93	Pennsylvania N=83	1-5 Years N=30	6-10 Years N=41	Over 10 Years N=100	LPN N=67	Supervisor N=70	Educator N=35
	%	%	%	%	%	%	%	%
91. Traction Bars and Frames	60	72	53	68	70	64	60	80
92. Ambu Bag	58	61	50	59	64	54	59	71
93. Emerson Pump	31	33	20	37	34	33	29	37
94. Respirator (Bennet MA-1)	16	19	10	20	19	19	13	23
95. Crutches	77	81	70	76	84	69	83	91
96. Diathermy Machine	11	6	10	10	8	13	6	6
97. Audiometer	3	5	3	100	6	5	3	6
98. Splints	54	65	50	56	64	54	61	66
99. IV AC Flow Meter	29	23	27	37	22	28	23	29
100. Hemo Vac	57	57	50	61	58	58	50	69
101. Whirlpool Bath	31	28	23	17	37	21	36	31
102. Resuscitator	17	14	7	12	21	18	17	11
103. Hematocrit Machine	2	1	100	100	3	2	1	3
104. Cast Cutter	23	19	17	15	26	50	22	21
105. Defibrillator	12	12	10	17	11	19	9	3
106. Hemoglobinometer	4	1	100	100	5	2	3	6
107. Cardiac Monitor	31	20	20	32	25	27	24	26
108. Typewriter	24	16	23	12	22	13	20	31
109. Ambulance	20	20	23	22	19	21	21	17
110. Air Drills	1	5	100	5	3	5	-	6
111. Dermatones	2	6	100	2	6	3	6	3
112. Surgical Saws	2	7	100	2	7	3	6	6
113. Eye Chart	18	13	100	12	23	8	20	26
114. Oxygen Analyzer	31	7	10	12	26	9	29	26
115. Flashlight	99	96	100	93	99	96	99	100
116. Neurotone	2	5	100	5	4	5	4	0
117. Laproscope	4	6	100	2	8	3	6	9
118. Cervical Collar	62	65	63	54	69	61	61	74
119. Bronchoscope	4	5	100	2	7	2	4	9
120. Cystoscope	4	6	3	100	8	3	6	9

APPENDIX A-5

LICENSED PRACTICAL NURSE

REVALIDATION OF EQUIPMENT
1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=93	Pennsylvania N=83	1-5 Years N=30	6-10 Years N=41	Over 10 Years N=100	LPN N=67	Super-visor N=70	Educator N=35
	%	%	%	%	%	%	%	%
121. Blood Warmer	8	7	100	10	9	10	6	6
122. Wax Bath	10	11	7	7	11	8	11	11
123. Ring Cutter	18	14	3	7	25	8	27	14
124. Copy Machine	33	23	33	20	31	19	36	31
125. Sphygmo-oscillometer	99	1	100	100	1	-	1	-
126. Acupuncture Machine	100	1	100	100	1	2	-	-
127. Urine Strainer	71	64	57	66	73	66	63	77
128. Cystometrogram Machine	2	5	100	5	4	3	3	6
129. Water Mattress	41	47	33	44	48	39	49	46
130. Abortion Machine	1	5	100	100	5	2	3	6
131. Photo Coagulator	100	100	100	100	100	100	100	100
132. Hypothermia Blanket	29	39	30	32	36	31	29	46
133. Vital Capacity Apparatus	9	5	100	5	9	3	7	9
134. Address-o-graph Machine	51	58	47	51	58	48	56	74
135. Adding Machine	8	8	7	2	11	6	11	6
136. Movie Projector	22	14	13	15	22	13	19	29
137. Bililite	25	25	10	22	31	13	33	34
138. Medication Cart	71	65	67	71	67	55	77	71
139. Trachea Cannula	48	47	23	49	56	43	50	54
140. Food Cart	60	65	60	49	69	57	69	63
141. Ice Packs	86	90	77	93	90	88	87	91
142. ECT Machine	1	1	3	100	1	2	-	3
143. Skin Graft Machine	100	2	100	98	2	2	1	-
144. Fracture Table	9	7	3	2	12	5	13	6
145. Kidney Dialysis Machine	4	4	100	2	6	2	7	3
146. Heating Pad	65	58	60	73	57	66	50	71
147. Surgical Lift	13	16	3	12	18	10	19	14
148. Toxogram Machine	100	2	3	100	1	3	-	-
149. Refractors	2	2	100	100	4	3	1	3
150. Hemolator	3	2	3	100	4	5	1	3

APPENDIX A-5

LICENSED PRACTICAL NURSE

REVALIDATION OF EQUIPMENT
1978

Tools and Equipment	Location		Time in Career Field			Present Position		
	West Virginia N=93	Pennsylvania N=83	1-5 Years N=30	6-10 Years N=41	Over 10 Years N=100	LPN N=67	Supervisor N=70	Educator N=35
	%	%	%	%	%	%	%	%
151. Uro Vac	13	11	7	10	15	6	11	23
152. Heat Lamp	68	77	67	78	70	73	66	80
153. Fingernail Drill	5	1	100	100	6	3	6	-
154. Spectrophotometer	100	4	7	100	1	3	-	3
155. Uterine Sound	2	6	3	100	6	2	3	11
156. Sandbags	80	75	63	78	82	79	76	77
157. Fetal Monitor Machine	29	18	13	12	33	12	36	26
158. Footprint Machine	22	14	10	2	28	8	29	20
159. Spirometer	10	8	7	5	12	8	7	17
160. Central Venous Manometer	18	18	10	24	17	21	13	23
161. Parallel Bars	37	23	7	22	40	21	40	31
162. Vibropercussion Machine	2	4	3	100	4	3	3	-
163. Slide Projector	25	12	13	15	23	13	23	20
164. B.G. 3 Fenwal Blood Scales	1	2	3	100	2	3	1	-
165. Dopler	14	17	10	15	18	12	14	23
166. Laryngoscope	6	12	10	2	12	12	9	6
167. Hematron Dielectric Sealer	3	1	100	100	4	2	4	-
168. Oxygen Flow Meter	69	70	73	61	73	70	71	69
169. Weights	63	60	50	56	69	55	64	69
170. Magnifying Lamp	6	8	10	5	8	8	10	-
171. Neurocalagraph Reading Machine	3	1	100	2	3	2	4	-
172. Oxygen Catheter (Nasal)	77	76	63	85	80	78	73	83
173. Levine Tube	76	73	70	73	81	75	73	80
174. Injection Syringe	86	75	87	80	81	76	89	74
175. I.V. Bottles and Tubing	74	65	73	76	69	66	73	74

APPENDIX B

ADDITIONAL TASKS AND EQUIPMENT

AS SUPPLIED BY

SURVEY RESPONDENTS

APPENDIX B-1

Additional Tasks, as Reported by LPN Survey Respondents

A. PERFORMING SUPERVISED MANAGEMENT FUNCTIONS	Time Spent*
In-service and orientation	3
Administer medications and injections	3
Order medications	3
Make rounds and assist physician	3
Call physician - obtain orders	3
Transfer orders from chart to cardex	3
Emergency drugs	2
Management of diabetic patient	3
Fill out Lab slips and x-ray	3
Give medications - oral and IM	3
Fill out DPW forms	3
Team leader - manager	3
Charge Nurse	1
Interview patients prior to admission to Home	3
Add to patient care plan with R.N. approval	No Time Indicated
Assist new employees on Unit after formal in-service classes	No Time Indicated
Develop a patient care plan after initiation by R.N.	3
Ordering supplies from Central Supply	3
Paper work from yearly physicals to Government (forms)	3
Record on master TPR list	3
Record on master Defecation List	3
Orient family to facility	3
Fill out personal possession sheet	3
Transcribe medication and treatment orders	3
Public relations with families	3
Ward conferences	3
Charting	3
Preparing medications	3
Supervising general patient care	3
Admit patients	3
Orient patient to new surroundings	3
Take admissions vitals	3
Patient teaching - Pre-op and Post-op	3
Discharge instructions	3
Recopy orders for extended care patients after 30 days	3
Fill out forms after 10 days for extended care patients, listing treatments done	3
Write up nurse's notes	3
Patient summaries	3
Order nourishments	3
Supervise Nurses Aides	3
Transfer form completed when patient leaves facility	3

*Time Spent: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often

B. PROVIDING PERSONAL PATIENT CARE AND ASSISTANCE	Time Spent
Finding hobbie kits or books/magazines	3
Connecting television, and other appliances brought in by patients from home (CB, radio)	2
Shave females	2
Assist patient with smoker's robot	3
Assist patient with trapeze bar	2
Active and passive RO motion	3
Patient education	3
Admission interview	3
Fill out patient menu for patient unable to do so	3
Care of patient's unit	3
Answering patient call bell	3
A.M. and P.M. care	3
Body mechanics	3
Special back care	3
Arranging visits from department personnel - diet, social	2
Take patients to chapel	1
Make trips to Hospitality Shop	1
Showing training or teaching films	3
Pre-op teaching	3
Post-op teaching	3
Ambulation of orthopedic patient	3
Shampoo to chair patient	2
Shampoo to ambulatory patient	2
Catheterization - male and female	3
Care of Foley catheter and irrigations	3
Treatments and dressings	3
Tube (N/G) feedings	3
O_2 - cannula - portable	1
Reading mail	3

C. PERFORMING COMFORT AND SAFETY FUNCTIONS	
Elbow and heel protectors	3
The use of sheep skin	3
Look for and eliminate extra debris in room	3
Evaluating if patients are mismatched (one may not get along with another, old vs. young)	3
Remotivation	2
Reality Board	1
Put flotation pad and mattress on bed	3
Teaching cardiac patients	2
Chairperson of hospital safety committee	2
Arrange overbed tray and bedside stand for CVA patients and after cataract surgery (to the "good side")	3
Check all safety measures (fire drill)	3
Report wheelchairs in need of repair	3
Check restraints frequently	3
Observe skin and positioning (prevent decubitus)	3
Give continuity care	3
Posey belts	3
Positioning	3
Assist patient into Geriatric Chair	3
Restrain in Geri-Chair for safety	3

C. PERFORMING COMFORT AND SAFETY FUNCTIONS (Continued)	Time Spent
Adjusting security chair	3
Release from security chair - 1-2 hours for exercise	3
Assist patient - active and passive exercises	3
Patient teaching on intercom	3
D. PERFORMING ASEPTIC TECHNIQUES	
Taking cultures	2
Noting if isolation may be needed	3
Maintaining isolation techniques	2
Dispose of dressings and equipment	3
Double bagging for isolation	1
Sterile sheets to bed	No Time Indicated
Insert Foley	1
Catheterizations	2
Preparing injections	2
Giving injections	2
Setting up an instrument table for surgery	3
Setting up an instrument table for delivery	3
Wound irrigations	2
Decubitus care	3
Decubitus preventicare	3
E. ADMINISTERING TREATMENTS	
Application of Bucks, pelvic, cervical, Russell and Split Russell traction	3
Use of marmar sling	2
Application of knee immobilizer	2
Application of knee mobilizer	3
Apply Hypothermia blanket	2
Decubiti dressings	3
Decubitus care	2
Arm and hand soaks	2
Medicated baths	2
F. CONDUCTING NURSING PROCEDURES	
Some teaching functions with patient procedures	No Time Indicated
Apical pulse - children	3
EKG (if special training)	No Time Indicated
Post-operative care	3
Measure intake and output	3
Record narcotics used	3
Administer medications P.O., I.M.	3
Monitor patients	3
Assisting a vomiting patient	2
Administering medication after passing MPNE approved course, and supervised practice at our institution	3

G. COLLECTING AND CARING FOR SPECIMENS	Time Spent
Instruct patients on all clean catch and urine specimens for C & S	No Time Indicated
Collect vaginal specimen	3
Collect W D cultures	3
Collect open wound culture specimens	3
Hematest for occult blood	2
Glucose Tolerance Test - specimen collection	2
P.S.P. - specimen collection	2
Test stool for occult blood	2
Collect sputum specimens	3
Apply fixative and label "Pap smear" slides	3
Hematest excreta and drainage	2
Collect twenty-four hour urines	2
Test for dextrostix - blood lancet	3
Test for hemacombistix	3

H. CARING FOR THE NEWBORN INFANT	
With additional instructor, L.P.N.'s function in special care nursery	No Time Indicated
Gavage feeding	1
P.K.U. Test	2
VITK injections	2
Place in isolette	3
Place under Bili Light	3
Instruct patients to care for infant	3

I. PERFORMING ISOLATION TECHNIQUES	
Make requisitions ordering isolation supplies	2
Teach patient about isolation techniques	2
Blood pressure-isolated patient	3
T.P.R. - isolated patient	3
Remove all linen and trash from isolated rooms	3
Change dressing of isolated patients	2
Disinfecting excreta	2
Care of equipment used	3
Care of Unit - Daily cleaning	3
Temperature taking - J Temp.	3
Doublebagging	1
Skin and wound isolation	2
Protective care - reverse isolation	2
Do treatments and dressings in isolation	3

J. USING ORAL AND WRITTEN COMMUNICATIONS	
Record medications given on medical sheet in chart	3
Tape and shift report on recorder for following shift	3
Prepare consultation requests	3
Requisition lab work	3
Requisition x-ray procedures	3
Requisition inhalation therapy	3
Requisition physical therapy	3
Assist in keeping patient care plan current	3
Assist with discharge planning record	3
Complete data base	3

J. USING ORAL AND WRITTEN COMMUNICATIONS (Continued)

	Time Spent
Take part in extra disciplinary conference	3
Discharge teaching (ex. diabetic)	No Time Indicated
Instruct patient - patient teaching - pre and post operative - diabetic - dressing change (home care); low sodium diets, etc. (after consulting care plan initiated by Registered Nurse)	3
Write monthly summaries on patients	3
Update Kardex	3
Write and give ward report	2
Record on nursing care plan	2
Record on "Flow" sheet	3

APPENDIX B-2

Additional Equipment Used, as Reported by Survey Respondents (Licensed Practical Nurses, Nursing Assistants, supervisory personnel and teachers of Practical Nursing and Nursing Assistant programs)

Procedure book
Reality Boards
Charts (forms)
Isolation chart
Requisition form

Film Strip-Cassette projector
Ice machine
Switchboard/telephones
Intercom system

Resusi-Anne and Baby Training Mannequin
(Adult and Infant Training Mannequin)

Armed Forces vision tester
Color vision test plates
Tonometer

Scrub sink - knee control
Soap dispenser - foot control
Soap dispenser

Iron
Ironing board
Washer
Dryer

Water pitchers
Toothettes
Water pick
Denture cup
Combs
Brushes
Shampoo tray
Shampoo trough
Shampoo
Hair dryer
Nail clippers

Bathtub with temperature control
Shower with temperature control
Sitz bath with temperature control
Portable Sitz bath basin
Disposable Sitz bath
Port-a-tub
Century TOB Bathing Unit
Hydraulic bathtub

Bath cart
Towels
Washcloths
Body lotion

Large sheets
Draw sheets
Pillow cases
Waterproof sheets
Incontinent pads

Water mattress
Eggshell mattress
Kelly pad
Stryker Flotation Pad
Apnea mattress

Magnifying lamp
Gooseneck lamp
Patient call light/call system
Crib bed
Hi-Lo bed
Manually-operated bed
Electrically-operated bed
Roto electric bed
Portable curtain screens
Bedside table
Overbed table
Mayo stand
Closed chest dresser
Geriatric chairs
Shower chairs
Bedpan
Bed scales

Sterilizer
Water sterilizer
Sterilizer machine (for sterilizing bedside units)

Bicycle
Parallell bars
Puoleys
Overbed trapeze
Traction: Bucks, pelvic, cervical, Russell and Split Russell
Hoyer lift
Patient roller
Port-a-lift
Bath lift

Additional Equipment (Continued)

Knee mobilizers
Knee immobilizers
Marmar sling
Transport sling

Examining table; complete doctor's office equipment
EKG machine
Microscope
Opthalmoscope
Otoscope
Percussion hammer
Reflex hammer

Wire cutters
Cast cutter and knife
Ring cutters
Bandage scissors
Iris scissors
Suture scissors
Needle holder
Thumb forceps
Alligator forceps
Ear syringe

Metal graduate
Glass graduates (various sizes)

Clip boards
Chart cart/carrier
Dressing cart with supplies (portable)
Medicine tray
Emergency cart
Isolation cart
Strollers
HD tray
Suture removal tray

Hemastats
Tournequets
Rotating tournequet
Sling
4x4 dressing; 2x2; 3x3
TED hose
Ace bandages
Ace bandages with lambs wool as pressure wraps
Arm boards
Splints

Needles
Syringes
Shave prep kit

Cath care kits
External catheter
Straight urethral catheter
Foley catheter
Continuous bladder irrigation set with 3-way Foley
Foley catheter irrigation syringe
Texas catheter
Urinometer (Urometer)
Urostomy bags
Urine strainer
Diabetic kit for testing sugar and acetone
Dextrastiks

Ambu bag
Colostomy bags and equipment
Fleet enema
Disposable enemas
Enema kits
Rectal suppositories
Closed system drainage

Vaginal speculum

Ohio Radiant Warmer
Randell O_2 bag and mask
Mapleson's bag and tray
Nasogastric tube for infants
Heyer scale
Chair scale
Bedscale
Infant scale (in grams)
Ohio Infant Transporter
Infant's crib (open)
Isolette
Circumcision tray
Umbilical catheter tray

IPPB
GU irrigant
S-tube
Gomoco suctions
Wangensteen suction
Sump pump
Smoker's robot

Hemocult test kit
Hemotest for stool specimen for occult blood set-up
Centrifuge (Hemacult)

Blow bottles set-up
Lab sticks

Additional Equipment (Continued)

IV Monitor
I-Med pumps for IV's
IV pump (Abbott-Shaw Life-Care)

Baron pump for gavage feedings
Nasogastric feeding tubes
Airways
Tri-Flo inhalator
Inhalator
Portable O_2 set up
Oxygen mask
Respirator

Oxygen liter flow gauge
Tracheostomy tubes
Blood pressure cuff
Pleurovac

Cardiac board
Arterial line monitor
Ventriculargram monitor
Portable fetal monitor
Croup tent-peds